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AUTHOR Rookstool, Carol
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ABSTRACT

A study was conducted to summarize the numerical and narrative data available from the Los Angeles Community College District (LACCD) responses to the "California Community Colleges Campus Self-Assessment Sex Equity Survey of 1983" regarding the district's progress toward achieving 29 sex equity goals mandated by federal and state guidelines. The study sought to provide the LACCD and its nine campuses with: (1) district and campus summaries of progress on the designated goals; (2) a district comparison to statewide progress on the goals; (3) identification of individuals responsible for goal achievement, special resources, and requests for technical assistance within the LACCD; and (4) recommendations for planning within the district. The study found that the LACCD was making progress at a rate equal to or better than the statewide achievement on 18 of the 29 goals; that 21 requests were made for technical assistance; and that among the colleges in the district the number of achieved goals ranged from 12 (42%) to 25 (86%). The 17-page sex equity survey instrument is appended. (Author/AYC)

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A STUDY OF THE RESPONSES OF THE NINE CAMPUSES OF THE LOS ANGELES COMMUNITY COLLEGE DISTRICT TO THE CALIFORNIA COMMUNITY COLLEGES CAMPUS SELF-ASSESSMENT SEX EQUITY SURVEY 1982-83

SOCIETAL FACTORS MODULE

by

Carol Rookstool, M.S.

Fashion Institute of Design and Merchandising

JC 850 077

A PRACTICUM PRESENTED TO NOVA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

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Note: The product of this Practicum is a Report of the 1983 LACCD Sex Equity Survey. It was necessary to include in the report Reference material that typically appears in the Practicum. The reader is referred to the Table of Contents of the Report

ABSTRACT

The purpose of this study was to prepare a report that summarized the numerical and narrative data available from the Los Angeles Community College District responses to the California Community Colleges Campus Self-Assessment Sex Equity Survey of 1983. The survey assessed each of the nine LACCD colleges' progress towards 29 State and Federally mandated goals. While single college districts could refer directly to survey responses to assess their status, progress in a multiple campus district such as the nine-campus LACCD could be assessed only by preparing a compilation of the data specific to that district.

The report, which was prepared as a result of this study, provided the LACCD with the following:

(1) A district summary of progress on the designated goals.

(2) A campus-by-campus summary of progress on the designated goals.

(3) A district comparison to statewide progress on the designated goals.

(4) Identification of individuals within the LACCD who are responsible for each of the 29 goals.

(5) Identification of special resources within the LACCD.

(6) Identification of specific requests for technical assistance within the district.

(7) Documentation of the LACCD's progress towards eliminating sexism in higher education.

(8) Recommendations that are useful and pertinent to continued planning within the LACCD and its nine campuses.

(9) Recommendations for improvement of the survey.

Data compiled for the report indicated that the LACCD is making progress at a rate equal to or better than statewide achievement for 18 of the 29 sex equity goals.

INTRODUCTION

The purpose of this study was to prepare a report that summarized the numerical and narrative data available for the Los Angeles Community College District (LACCD) from the California Community Colleges Campus Self-Assessment Sex Equity Survey that was conducted by the California Community Colleges Chancellor's Office in June of 1983. The Self-Assessment Survey was designed to provide the State and individual community colleges with data that would document and measure their progress toward achieving the 29 Sex Equity goals mandated by Federal and State guidelines.

While single college districts within the State of California could refer directly to their survey responses to assess their progress on achievement of the 29 goals, progress in a multiple campus district (such as the LACCD) could be assessed only by an additional analysis of the data. This report therefore provided the LACCD with a district-wide assessment of its progress, in addition to highlighting the progress of each individual campus within its jurisdiction.

It was the aim of this study to provide the district and its campuses with the following information:

1. A district summary of progress on the designated goals.

2. A campus-by-campus summary of progress on the designated goals.

3. A district comparison to statewide progress on the designated goals.

4. Identification of individuals within the LACCD who are responsible for each of the 29 goals.

5. Identification of special resources within the LACCD.

6. Identification of specific requests for technical assistance within the district.

7. Documentation of the LACCD's progress towards eliminating sexism in higher education.

8. Recommendations that are useful and pertinent to continued planning within the LACCD and its nine campuses.

Additionally, the examination of the information collected in this survey (i.e., data obtained in the preparation of this report) resulted in the making of several recommendations for the LACCD to forward to the State Chancellor's office for consideration in improving the survey instrument.

BACKGROUND AND SIGNIFICANCE

This study has been conducted in an "era of debate" over the role that State and Federal governments should play in issues concerning sex equity and discrimination. The controversy has spanned the past decades of discussion about the appropriate role of men and women in

American society and in American higher education. Some persons believe that the Federal government should play a very small role in legislating and enforcing non-discriminatory practices. Indeed, there are individuals who believe that a decline in the American educational system has occurred because schools and colleges

> are routinely called on to provide solutions to personal, social, and political problems that the home and other institutions either will not or cannot resolve. (A Nation at Risk, National Commission on Excellence in Education, 1983.)

This argument implies that education is a cognitive experience devoid of concern for the social and emotional experiences of students. Acceptance of this position denies the importance of identifying and accommodating the individual differences or cultural backgrounds of college students. If this limited perspective is pervasive in defining the postsecondary student, the door of opportunity for minorities and women may be reclosing.

The debate as to just how society should go about assuring equality of educational opportunity will continue. However, this study helps to document and highlight the successes and challenges that a community college district undergoes in striving to meet Federal and State sex equity guidelines. For this reason, this topic is particularly suited to the Nova Societal Factors Practicum.

HISTORICAL PERSPECTIVE

As early as 1947, under the direction of the Truman Administration, the groundwork to end sex discrimination in vocational education was being laid at the national level. During that time, the President's Commission on Higher Education went on record as vehemently opposing discrimination of all forms, and pointed out that "sex discrimination creates serious inequalities for college students" (President's Commission, 1947).

Subsequently, the Civil Rights Movement of the 1960s led to the development of a conceptual framework for the role of the Federal Government in creating and influencing educational policy. The Federal Government became a powerful force in mandating State and local roles in the fight against discrimination. Through this action, it was expected that greater participation by minorities and women in the educational process would lead to their increased economic participation in the society at large.

Passage of the initial civil rights legislation in 1963 and 1964 barred discrimination against women in employment, but did not directly address sex discrimination in education. Subsequently, Title IX of the Education Amendments of 1972 required that all educational institutions receiving Federal aid give equal consideration to women and men in educational policies, programs, and

practices. The Educational Amendments of 1976 (P.L. 94-482, Title II) went a step beyond statements against discrimination, and required that individual States take positive steps toward rectifying the imbalances that existed in the enrollment of males and females in vocational programs. These mandates called upon the States to address the additional issues of sex bias and sex stereotyping in vocational programs. The legislation charged the States with developing action programs that would help to eliminate sex discrimination, sex bias and sex stereotyping.

As a result of the Federal mandate, the State of California, through the California Community College Chancellor's Office, has initiated a number of programs at the community college level. Specific programs to end sexism in vocational education have been established. As early as 1977, a joint committee of Vocational Education, the State Department of Education, and the California Community College Chancellor's Offices established pilot projects for an information network to provide assistance with grievances.

In the years since the enactment of Title IX and Title II laws, California Community Colleges have supported several Statewide projects to address the issue of sexism in vocational education. In this conscious and planned effort to create change, community colleges have made great strides toward understanding the enrollment patterns and

the educational experiences of female and male students in vocational education.

The Vocational Education Equity Project (VEEP) was one of the first programs for creating an awareness of the Title IX and Title II laws among California educators (Lockhart, 1983). In cooperation with the State Department of Education, over 3,000 community college and secondary education personnel attended inservice workshops. Participants included Deans, Counselors and Staff from the Los Angeles Community College District.

Information included in the VEEP training materials comprised data from Moving Toward Sex Equity in Vocational Education, a report prepared by the California Occupatioal Information Coordinating Committee, which analyzed enrollment data and identified programs in vocational education that were imbalanced by proportions of 20% to 80% or more.

These activities provided a valuable beginning, but additional needs for technical assistance at the local college level were soon identified. Thus, in the Fall of 1979, two projects were implemented in the Los Angeles Community College District.

Project SEEK (Sex Equity in Education Know-how), a model program to identify strategies that improve enrollment and completion behavior of vocational education students, was carried out at Los Angeles Pierce College. Within the one-year project, significant enrollment and completion changes were accomplished for three of the four imbalanced vocational programs at Pierce.

To link the initial "awareness" projects and the emerging awareness of potential strategies for implementing sex equity laws, regional consultants were retained to work directly with colleges throughout California in the Community College Plan to Achieve Gender Equity (CC-PAGE) project. The CC-PAGE project was implemented at all nine campuses of the LACCD. This program provided technical assistance directly to local colleges so that they could identify and prioritize college activities that would further reduce the negative impact of sexism.

Each college identified four occupational programs in which the enrollment favored one sex by 80 percent or more, and the administrators and faculty in those programs were invited to develop plans for recruiting, retaining and placing nontraditional students in these majors.

To facilitate and monitor the sex equity goals on the campuses, the California Community Colleges Chancellor requested that each college president appoint a Campus Gender Equity Coordinator. The duties of the Coordinators included:

1. Forming a campus committee to validate and update the Sex Equity Surveys of 1980 and 1983.

2. Conducting planning workshops with faculty in sex-imbalanced vocational programs to recruit, retain, and place nontraditional students.

3. Collecting equity information on the campus.

4. Assisting in identifying exemplary programs in their geographical region.

As a result of these and other successful projects, 29 goals have been developed, reviewed and revised for inclusion in the California Community Colleges Campus Self-Assessment Sex Equity Survey of 1983. The responses to this survey form the basis for the present study.

The survey was designed to aid all California community colleges in planning activities for, and measuring their achievement in, meeting the stipulations of the legislated mandates. (The goals are based on the Vocational Education Act of 1976, the Office of Civil Rights Guidelines, and the California Five Year Plan for Vocational Education.) This survey assessed each college's progress in attaining those goals.

Colleges in the Los Angeles Community College District have, for the most part, been active participants in the statewide projects to achieve gender equity. All nine campuses have designated a Campus Sex Equity Coordinator, and most have participated in the Vocational Education Equity Project (VEEP). All have received assistance from the Community College Plan to Achieve Gender Equity (CC-PAGE) project. They have also participated in the two self-assessment projects sponsored by the California Community College Chancellor's Office. Additionally, several of the campuses have prepared formal, written plans for reducing sex stereotyping and bias.

Meeting Current Needs

Implementation of many of the sex equity goals has met a temporary setback at both the State and Federal levels. In California, a fiscal crisis was brought about by the taxpayers' demand for accountability and productivity in the Proposition 13 revolt of 1978. Passage of this Initiative resulted in a substantial decrease in funding available to the community colleges. Staffing problems have developed in the aftermath, and hiring freezes have been imposed by many districts. Recruitment of nontraditional instructors has almost ceased; indeed, hiring at all levels in the community colleges has been at less than replacement level in 1983.

Additionally, the role of the Campus Sex Equity Coordinator has also become unclear. In the LACCD, each of the Campus Coordinators has multiple assignments with increased responsibilities. Sex equity activities must be interspersed in a growing number of issues that demand the time and energy of these Coordinators.

Assistance available at the State level has also been severely restricted. Barbarita (1981) predicted that the complexity of the issues involved, combined with the parallel reduction of staff at the State level, would result in limited technical assistance to the local educational institution. This situation is exacerbated by

the current vacancy in the State Sex Equity Coordinator's position.

At the Federal level, controversy and debate swirl around issues that directly affect the sex equity activities at the local level. The reauthorization of the Vocational Education Act, the determination of the House of Representatives to expand the requirement for non-sexist assurances from all colleges after the limitations imposed on Title IX in the Grove City College decision, the issue of comparative worth, and unisex tables for pension insurance are all part of the contemporary examination of sexism in our society. The uncertainty of these legislative concerns can create an environment of futility and hopelessness at the local level.

Even though the colleges are facing budget cuts, political debate and occasional emotional indifference to the issue of sex equity, they appear to be making gains in the fight against discrimination. Lockhart (1981), in her discussion of the Community College Plan to achieve Gender Equity, observed:

> . . . even though California community colleges are facing severe budget cuts and lowered faculty morale during a time of economic crisis and numerous staff/personnel changes, many are willing to proceed with intense commitment and vigor to meet the challenge posed by sex equity issues.

Though resources are limited at this time, colleges need to continue their quest to achieve gender equity with minimal financial expenditures and more time-effective

activities. Various means to meet this challenge have been suggested. Discussions between the researcher and District level staff have led to the suggestion that some sex equity inservice needs might be met through better coordination with other staff development activities sponsored by the LACCD.

The clear identification and summary report of campus needs will contribute to the planning of coordinated activities. Moreover, the study report will speed implementation of equity activities when financial constraints are lifted.

PROCEDURES

The procedural process of this study consisted of initial consultation with LACCD administrators, evaluation of the narrative and numerical data from the California Community Colleges Campus Self-Assessment Sex Equity Survey 1982-83, preparation of a summary report to the LACCD, review by selected administrators, and distribution of the report to the nine colleges of the LACCD and to the California Community Colleges Chancellor's Office. The report, which was the result of this study, can be found in Appendix A.

The Survey

The survey used in this study was a revised version of a form developed for use in the 1980 Sex Equity Survey conducted by the State Chancellor's Office. The 1982-83

survey was reviewed for clarity and appropriateness by the Chancellor's Office staff, State vocational education advisory committees, and personnel from a number of campuses. The survey questions were slightly rephrased to form goal statements to which the campuses could indicate a degree of accomplishment. The resulting document was constructed in a way that responses from the two surveys could be compared, although no such studies have been undertaken at the State level. In the 1983 version, the content and explanatory portions of the survey were revised for clarification and utility. All questions of the 1983 survey addressed mandates of the Vocational Education Act, Office of Civil Rights Guidelines and the California Five-Year Plan for Vocational Education. A copy of the survey may be found in Report Appendix 1.

The Statewide rate of return for the 1983 survey equaled 91% (Rookstool and Thorpe, 1983); the LACCD's return rate equaled 100%. Additionally, all nine of the LACCD campuses responded, in either numerical or narrative form, to each of the 29 questions. Permission to review the surveys for this study was obtained from both the State Chancellor's Office and the LACCD.

Respondents

It was the responsibility of the Sex Equity Co-ordinator at each campus to complete the survey. In order to respond, the Sex Equity Coordinators were directed to work cooperatively with selected vocational educators who

had firsthand knowledge of the various areas surveyed through the instrument.

The Coordinators were expected to consult individuals from (1) Organization and Administration; (2) Staffing and Staff Development; (3) Instruction; (4) Guidance and Counseling; and (5) other support services. It was expected that the survey would take some time to complete in a thoughtful and thorough manner. Hence, although it was distributed in January of 1983, it was not due until June 1, 1983. Additionally, CC-PAGE Consultants were available to interpret questions, interview staff, or provide assistance with workshop or material development.

Data

Both narrative and numerical data were available for each of the 29 goals presented on the survey. Narrative data consisted of clarifying statements, the names/titles of campus personnel responsible for the achievement of each goal, and (when applicable) the anticipated date of action for each goal. Numerical data were collected from six categories by which the respondent rated the college's progress toward achievement of the 29 goals. The categories were:

(1) GOAL ACHIEVED/ONGOING MAINTENANCE

(2) PLANNING / ACTION IN PROGRESS

(3) NO ACTION TO DATE

(TA) TECHNICAL ASSISTANCE REQUESTED

(SR) SPECIAL RESOURCES AVAILABLE

(NA) THE GOAL NOT APPLICABLE (An explanation was requested if this selection was made.)

Methods of Data Analysis and Format for Presentation of Results

The researcher for this study was a CC-PAGE Consultant to the LACCD from September 1979 to June 1983, and was therefore very familiar with the issues of Sex Equity and the individual characteristics of each LACCD campus. Additionally, the four LACCD administrators were interviewed to determine the most useful format in which to present the results and to identify individuals who would benefit from receiving the study report.

All of the administrators stressed the need to simplify and summarize the survey data in a way that campus sex equity coordinators as well as other campus personnel could use it as a tool for identifying the goals that had not been accomplished.

Ms. Ernestine Palmer, Director of the Office of Affirmative Action Programs and Services, suggested that the local Affirmative Action Officers and the Campus Ombudspersons would benefit from receiving copies of the findings. Ms. Palmer indicated that these individuals need to know precisely what each of the goal items entails and how each campus rates its own level of accomplishment.

Dr. Gerrald Novotney, Director of the Center for Professional Development, provided thoughtful assistance in identifying the individuals within the LACCD who would find

the results of this study useful. His primary interest was to determine the scope and the areas of need for inservice.

Ms. Mary Dowell, the General Counsel, was particularly interested in campus responses of disclaimer statements (a response of "NA" - not applicable, was considered a disclaimer statement). She was also interested in the reported understanding of sexual harassment procedures.

Finally, Ms. Nancy Conrath, Director of Research, reviewed early proposals for chart preparation and narrative data analysis.

Format and Analysis

Following the guidelines suggested by the LACCD administrators, the data were reviewed, summarized and presented in a narrative manner with supplementary charts. Numerical data for each college were recorded and tallied by goal. District-wide percentages of achievement were then calculated for each goal. Percentages of achieved goals were also computed for each campus. From this information, District and individual campus standings could be compared to Statewide achievement.

Narrative data were processed by thoroughly reading and summarizing the comments for each goal. Efforts were made to represent every point of view in the summaries. Interpretation of the narrative comments sometimes amended and clarified a numerical response.

Summaries were also prepared that stated (1) the content of the requests for technical assistance; (2) the

explanations provided for "not applicable" statements; and (3) the nature of the special resources available. It was necessary to condense and paraphrase most of the survey responses. Although it was proposed that a sampling of the written comments would be included in the report, it was determined that this summary procedure presented the ideas contained in each comment in a more relevant, representative and cohesive manner.

ASSUMPTIONS

Several assumptions are inherent to the reliability and usefulness of this study. It is necessary to assume that:

1. The survey is both reliable and valid.
2. The respondents were knowledgeable about their campus's achievement, and if they were not they sought reliable and representative information from other personnel.
3. The respondents took the survey seriously and completed it in good conscience.
4. The campuses that reported that they had special resources would be prepared to assist any college that approached them for assistance.

DEFINITION OF TERMS

The following list of terms identifies the vocabulary associated with Sex Equity issues. Many are terms that were used in the narrative comments written by each campus. The

remaining terms clarify the purposes of various positions, committees and programs associated with the Sex Equity program.

Advisory Board/Committee/Council - a group of persons specifically formed to give advice on vocational programs in regard to equity issues.

Affirmative Action - programs designed to increase opportunities for women, minorities, and under-represented groups.

Androgyny - the new ideal that each sex be allowed to express the full range of personality traits. Men should be free to express sorrow, fear, sensitivity, etc.; and women should be free to demonstrate leadership, independence, strength, etc.; the ability to open up huge areas of self that were once blocked by societal prohibitions. Androgyny suggests a reconciliation between the sexes and expansion of the spectrum upon which human beings choose their places in society.

CC-PAGE - Community Colleges Plan to Achieve Gender Equity. A Statewide structure for implementing gender equity activities that was sponsored by the California Community Colleges Chancellor's Office, from 1979 through 1983. This program provided technical assistance to local colleges so that they could identify and prioritize activities aimed at further reducing the negative impact of sexism.

Cooperative Education - a work experience program in which the student is both employed and has concurrent campus instruction in a related field of study.

Curriculum Infusion - the process of integrating sex affirmative material into the classroom experience.

Displaced Homemaker - an individual who has been out of the labor market for at least five years, whose skills are lacking or out of date, and who is displaced from her/his family role and left without any source of financial security, because of divorce, death of the spouse, or loss of family income.

Educational Disadvantage - lack of reading, writing or mathematics skills which results in performance below grade level.

Feminist - any person (male or female) who believes that women should have political, economic and social rights equal to those of men (Webster's Dictionary of American Language, College Edition, 1957).

Gender Balanced - literature, audio visual materials, publicity and other forms of representation that portray men and women equally and show them in a non-stereotypic manner;

_____ - equal educational participation by male and female students; the goal for sex affirmative colleges,

departments and instructors is that men and women enter, attend and complete courses in equal numbers.

Gender-free Language - terms that eliminate the use of male and female nouns and pronouns when referring to groups that include representatives of both sexes.

Imbalanced Program - those classes or sequences of classes in which there is less than 20 percent of one sex entering, attending, or being placed in jobs.

Math Anxiety - a learned, pervasive response to the demand to learn and/or demonstrate a computational skill; may occur most frequently in females in Western cultures.

Non-traditional - a course, program or occupation in which members of one sex constitute over 80 percent of the enrollment or employment group; descriptive word indicating that prior participation has been by less than 20 percent of one sex.

Occupational Education - coursework leading to gainful employment. May include field and laboratory work, remedial courses, related academic and technical instruction; may be used interchangeably with vocational education.

Ombudsperson - a neutral mediator appointed by the college president to assist any student who is seeking resolution of a grievance.

Sex Affirmative - programs, policies or individual actions that attempt to overcome the effects of sex discrimination; any activity designed to increase opportunities for under-represented groups.

Sex Bias - an arbitrary attitude that favors one sex over and above the other; specific support or preference for the sex is often evident in literature, television shows, advertising and educational materials.

Sex Discrimination - refers to the unequal treatment of either females or males as carried out by an individual or an institution; sexist practices, policies or procedures that are specifically prohibited by law. Discrimination is covert and overt.

Covert Discrimination - any procedure or policy that appears to be fair but discriminates unintentionally against one sex. Two examples are:

(a) admitting only young students to college, thereby disqualifying older students, who tend to be women.

(b) providing training but not actively developing placement opportunities for students enrolled in nontraditional programs for their sex.

Overt Discrimination - specifically excludes one sex or specifies different treatment or benefits based on sex. Some examples are:

(a) different standards of conduct for males and females.

(b) classes composed of a single sex.

Sex Equity/Gender Equity - the equal treatment of men and women; freedom from discrimination, bias or stereotyping based on gender; efforts made to overcome sex bias, sex discrimination and sex role stereotyping for men or women; justice according to human right or law; the two terms are used interchangeably.

Sex Equity Coordinator - a college employee appointed by the president of that college to coordinate activities designed to achieve sex equity.

Sex Equity Goal - a statement designed to increase each campus' capacity to identify and prioritize college activities that will further reduce the negative impact of sexism. The goals are based on mandates from the Vocational Education Act of 1976, the Office of Civil Rights Guidelines of 1980, and the California 5-Year Plan for Vocational Education.

Sex Fair - practices and behaviors that treat females and males similarly; may imply separate but equal.

Sex Imbalanced - those classes, programs or departments in which there is less than 20 percent of one sex enrolled.

Sexism - any attitude or action that subordinates a person or group because of sex. Sexism can be individual, cultural, or institutional; intentional or unintentional. There can also be sexism by omission. Either sex can be

the victim of sexism. (Originally, this term was used to describe practices that discriminate against girls and women, but it has been expanded to include any usage that unfairly delimits the aspirations and attitudes of either males or females.)

Sex Roles - social behavior that is prescribed and defined by tradition, as contrasted with actual biological differences.

Sex Stereotypes - judgments or opinions about the nature and roles of males and females. Traditional sex stereotypes depict all females as dependent, noncompetitive, sexually provocative, and engaged in domestic activities. From this point of view, female students are characterized as preoccupied with personal appearance, marriage and home-making, as opposed to academic and career considerations. Traditional sex stereotypes depict males as independent, aggressive, athletic, and in positions of leadership. In the education process, males are assumed exceptional in math, science, technical education subjects and sports. Many females and males do not fit into these categories. For this reason, it is unfair and inaccurate to stereotype according to sex.

Sexual Harassment

Sexual harassment occurs when unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature:

(1) is made either explicitly or implicitly a term or condition of an individual's educational status or employment.

(2) is used as a basis for educational or employment decisions affecting such individuals; or

(3) has the purpose or effect of unreasonably interfering with an individual's educational or work performance or creating an intimidating, hostile, or offensive educational or working environment.

(LACCD Board of Trustees Action
February 17, 1982)

Strategy - a plan or activity that leads to the accomplishment of a useful and important goal.

Subliminal Prerequisite - an assumed level of knowledge necessary to enter an occupational class or succeed in an occupation; may be used to describe the expectations by instructors that students will know the names and functions of simple tools used in particular occupations.

Targeted Class/Program - a course for which there is a formal plan to improve the gender balance of entering, attending, and completing students; may also be used to designate a course selected for analysis of enrollment by sex.

LIMITATIONS OF THE STUDY

1. The survey contained questions that were not discrete. The nature and complexity of the questions allowed campus responses that were imprecise. Analysis of

the responses often depended on the researcher's extensive prior knowledge of the colleges.

2. Although recommendations are made, there is no guarantee that they will be implemented.

3. The number of major questions included in this study was 243 (9 campuses x 27 questions). The study report is organized around the goal statements (rather than the campus responses on each of the 27 questions). The size of the resulting report may be a barrier to the overburdened Sex Equity Coordinators.

It should be noted that there are some inherent difficulties with the objectivity of self-evaluation. For instance, although college "x" may report that it has achieved a goal, there is no objective way of assuring the accuracy of that statement. It depends solely on the expertise, intuitiveness, observation skills and attitude of the respondent. Furthermore, if the rater does not take the issue of sex equity seriously, the potential for this instrument to be used for growth is diminished. In other words, just because a college shows many "goal achieved" ratings, it does not necessarily mean that gender equity has been achieved at that college. The responses depend solely on the rater (Sex Equity Coordinator).

RESULTS

The activities of this study have resulted in the preparation of a report, which is included in this practicum

as Appendix A. Each Campus Sex Equity Coordinator has received a copy of this report to assist the college in the ongoing efforts to reduce the effects of sexism in post-secondary education. In addition, copies have been sent to the LACCD Legal Counsel, LACCD Office of Affirmative Action, LACCD Director of Occupational Programs, LACCD Office of Research, LACCD Center for Staff Development, each LACCD College President, and the Sex Equity Specialist, California Community Colleges Chancellor's Office.

The report was designed to be distributed independent of the practicum. For this reason, it was necessary to include some material in the report that would typically be included in the practicum. An example of this is the inclusion of the survey instrument and the References in the Report, rather than in the practicum.

It was the aim of this study to provide the district and its campuses with (1) a district summary of progress on the designated goals; (2) a campus-by-campus summary of progress on the designated goals; (3) a district comparison to statewide progress on the designated goals; (4) identification of individuals within the LACCD who are responsible for each of the 29 goals; (5) identification of special resources within the LACCD: (6) identification of specific requests for technical assistance within the district; (7) documentation of the LACCD's progress toward eliminating sexism in higher education; (8) recommendations that are useful and pertinent to continued planning within the LACCD and its nine campuses.

The separate recommendations found in the practicum are intended to provide direction for researchers and individuals who are concerned about the usefulness of consolidating sex equity self-assessment data into similar reports for multiple-campus districts.

Narrative portions of the report include a brief profile of the accomplishment level of the nine colleges and a comparison of LACCD accomplishments to the reported accomplishments of community colleges statewide. Appropriate charts show the numerical self-ratings of the individual campuses, identify requests for technical assistance, and indicate the colleges reporting special resources available.

IMPLICATIONS AND RECOMMENDATIONS

The challenge facing the LACCD is to determine how to continue to promote equal educational opportunity for the women and men in its service area. The preparation of this report has been one of several steps in developing a clearer understanding of both the accomplishments and the remaining challenges. Improved data collection, data evaluation, and the distribution of information about the experiences and needs of vocational education students, continue to be critical needs in order to meet equity goals in the LACCD.

The findings of this study support the concept that a system-wide method of addressing the self-evaluation responses will be necessary for an efficient and effective sex equity

program. Common needs - faculty inservice and computerized enrollment/retention data - are probably beyond the response capacity of the individual campuses in the present fiscal climate. Common resources - trained cadres of sex equity personnel and limited career/curriculum materials - also suggest that a collective effort would be encouraging and practical.

There is further evidence of the necessity for collaborative efforts from two large, yet similar, educational agencies. In a program to develop a system-wide plan for reducing sex bias and stereotyping, efforts of the seven campuses of the University of Hawaii system have resulted in a system that could reduce duplication of effort through shared planning and the systematic documentation of enrollment data. The LACCD, similar to the University of Hawaii in that it is a multiple-campus district, might benefit from investigating the University of Hawaii structure for simplifying and sharing resources. Since the LACCD structure is in place, coordinators have been appointed, personnel have been identified in the mandated areas, and documentation exists, there may be an opportunity for an exchange of effective ideas.

Much can be learned from other large institutions that have experienced some success in establishing sex balance in education. Graesser and Rose (1982) found the three critical elements that contributed to change in California multiple-campus high school districts have been

(1) the existence of a formal sex equity plan; (2) District commitment to vocational education; and (3) staff participation in sex equity inservice. A similar observation is supported from the findings of this study:

1. Planning must continue to be formalized.
2. Support and leadership must come from the District level.
3. Staff (particularly vocational education instructors) must participate in sex equity inservice.

Similar findings have been reported by program developers such as Thomas (1980), Rookstool (1980), and Shocklee (1981). Each of these researchers has reported that measurable improvements in nontraditional student enrollment can be achieved when there is a formal, comprehensive plan for equity efforts. In addition, accurate needs assessment and formative evaluations have been considered essential components of successful programs. These elements need strengthening in the current LACCD equity process.

Only four campuses reported that there was a written, campus plan for addressing sex equity issues. Short-term, intensive inservice for sex equity coordinators could, however, result in consolidating the findings of the self-assessment survey into both campus level and district-wide, formalized plans. Not only must the local campus have a good perspective on its progress--the district must be

able to determine its progress. District personnel, although not directly responsible for sex equity activities, could provide the format in which planning occurs and in which reporting, evaluation, and inservice are presented in a more reliable and consistent way.

District office personnel should provide a forum in which the coordinators and other individuals responsible for equity activities come together in an inservice format. It is important to remember that equity efforts have been successful only when people work together. Overt discrimination, the concern of early civil rights activities, is rare and usually occurs with a single perpetrator. Discrimination is not the primary challenge of the 1980s, rather, the negative impact of sexism has been manifested in the cumulative day-to-day occurrences of harmful sex bias and stereotyping. In order to create a sex affirmative environment for the community college vocational student, it will require a committed group of individuals working as a supportive team.

District-level resources must also be provided for accurate data collection. Through narrative responses or numerical ratings, all of the LACCD colleges indicated that they were hindered by the lack of enrollment data that provide course enrollment and completion by sex.

The considerable time spent preparing the report for this study could be reduced and the impact increased through coordination of the evaluation and of the data

collection processes. The existing system has Campus Sex Equity Coordinators completing the Self-Assessment survey, forwarding it to the District Office for transmission to the State Chancellor's staff. If the survey is to provide an ongoing planning process in a multiple-campus system, some coordinating activity must occur at the District level.

The preparation of this report has assisted in the intermediary step of identifying district and campus needs as documented in the California Community Colleges Campus Self-Assessment Sex Equity Survey 1982-83. The difficult work of taking action on the findings is now ahead.

APPENDIX A

A STUDY OF THE RESPONSES OF THE NINE CAMPUSES OF THE LOS ANGELES COMMUNITY COLLEGE DISTRICT TO THE CALIFORNIA COMMUNITY COLLEGES CAMPUS SELF-ASSESSMENT SEX EQUITY SURVEY 1982-83

by

Carol Rookstool, M.S.
Educational Consultant

and

Dean of Instruction
The Fashion Institute of Design and Merchandising

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APPENDICES

Appendix

1 Sex Equity Survey

2 Identification of Persons Responsible for each of 29 Sex Equity Goals

3 Statewide Colleges Indicating Special Resources

4 Identified Imbalanced Programs LACCD

5 References

Report

1983 LACCD SEX EQUITY SURVEY

Introduction

The purpose of this study was to summarize and discuss the responses of the nine campuses of the Los Angeles Community College District to the California Community Colleges Campus Self-Assessment Sex Equity Survey of 1983. Each Campus Sex Equity Coordinator has received a copy of this report to assist the college in the ongoing efforts to reduce the effects of sexism in postsecondary education. In addition, copies have been sent to the LACCD Legal Counsel, LACCD Office of Affirmative Action, LACCD Director of Occupational Programs, LACCD Office of Research, LACCD Center for Staff Development, each LACCD College President, and the Sex Equity Specialist, California Community Colleges Chancellor's Office.

The intent in preparing this report is to focus on the accomplishments of the LACCD colleges and to clarify the goals which will require additional efforts to achieve.

Background

The purpose of the California Community Colleges Campus Self-Assessment Sex Equity Survey of 1983 (Appendix 1) was to collect information which would better enable each community college and the California Community Colleges Chancellor's Office to develop/update state and local priorities and plans that address gender equity in vocational education programs and services. The survey had five major objectives:

1. To enable each college to review its efforts to comply with the federal and state regulations which affect sex equity in vocational education and to further evaluate the colleges' efforts to address the spirit of the law.

2. To assess the effectiveness of campus efforts to attract and serve students in a manner that is free from gender discrimination, bias and stereotyping, in vocational education programs and services, and that affords equal access with comparable benefits to both women and men.

3. To develop/update Campus Equity Plans to include items on this survey where any necessary remediation or additional effort is indicated.

4. To collect necessary data required by the California Community Colleges Chancellor's Office to comply with state/federal regulations and to formulate priorities for allocations of special project funding.

5. To help other colleges locate special resources (people, programs, strategies) that can be utilized to address the important issue of sex equity.

Identification of Persons Responsible for Each of the 29 Sex Equity Goals

The person responsible for preparing the campus Sex Equity Survey was asked to work cooperatively with selected vocational educators who collectively have first-hand knowledge of the following areas:

Organization-Administration, Staffing-Staff Development, Instruction, Guidance and Counseling and other support services. Appendix B presents the names of the individuals on each campus who were responsible for implementing and maintaining one or more of the sex equity goals during the 1983-84 academic year. The information is organized by goal to allow for easy reference to personnel in each goal area. Instances remain of campuses that have not yet identified a person for each goal.

Response Return

All nine (100%) LACCD campuses completed the survey, compared to a 90% response rate for community colleges state-wide (Rookstool and Thorpe, 1983). Additionally, all of the LACCD campuses responded to each of the 29 goals.

Discussion of Results by Goal

Table 1 organizes and presents the categorical responses reported by each campus for each of the 29 sex equity goals. An appropriate response was selected from 6 choices:

- A response of 1 indicated the goal had been achieved with ongoing maintenance.
- A response of 2 indicated that planning and action were in progress.
- A response of 3 indicated that no action had been taken to date.
- A response of NA indicated that the goal was not applicable to that particular campus.

Table 1

INDIVIDUAL LACCD CAMPUS RESPONSES

TO THE 29 SEX EQUITY GOALS

Goal	City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
1	1/NA	1	1	1	1	2	1	1	1
2	1/TA	2	1	1	1	1	1	1	1
3	1	1	1	1	1	TA	2	1	1
4	2/TA	1	1	2	1	1	2	1	1
5	2/TA	1	1	1	1	1	1	1	2
6	1/SR	2	1	1	1	1	3/TA	1	1
7	3	2	2	1	1	3	1	1	2
8	1	1	1	2	NA	1	1	1	NA
9	1	1	2	1	NA	1	1	1	NA
10	3/TA	NA	NA/SR	TA	NA	NA	2	1	NA
11	1	2	1 / 2	NA/TA	1	NA	NA	1	1
12	2/TA	3	1	1/2 TA	1/2	1	1	1	2
13	2	2	2	1	1	1	2	1	2
14	2	2	1	2	1	TA	2	2	1/2
15	2	2	1	1	1	1	2	1	2
16	1	2	2	1	1	1	2	NA	2
17	1/SR	2/TA	1/SR	2	1	1	1	1	1
18	2	2	1	1	1	1	1	1	1
19	1/SR	2	1/SR	1 / 2	TA	1	2	1	1
20	1	1	1	1	1	1	1	1	1
21	1	1	1	2	1	1	1	1	2
22	1	2	1	1 / 2	1/TA	1	1	1	1
23	2/TA	1	2	2	TA	3/TA	2	1	3
24	3	1	1	2	NA	1	2	2	NA
25	1/SR	1	1/3	3	2	2	2	1	2
26	1	1	1	1 / 3	TA	1	1	1	1/2
27	2/TA	1	1	3	1	TA	3/TA	1	2
28	1	1	1	1	1	1	1	1	1
29	1	2	2	1	1	1	2	2	2

Key - 1 = Goal Achieved
2 = Planning/Action in Progress
3 = No Action to Date
TA = Technical Assistance Requested
SR = Special Resources Available
NA = Not Applicable

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- A request for technical assistance was recorded by entering TA.
- A response of SR indicated that special resources are available at that particular campus to meet that goal.

The responses were made, in most cases, by the Campus Sex Equity Coordinator with cooperation from the individual who was responsible for accomplishing the specific goal at that campus (see Appendix B).

Discussion of Responses

This section includes a discussion of the numerical data and the written comments submitted by each campus. It includes:

1. The survey question and interpretive information included on the survey.
2. A summary of the LACCD responses and a sampling of the written comments accompanying the responses.
3. A summary statement for each goal.
4. The percentage of LACCD colleges achievement and the percentage of California statewide achievement for each goal. The comparative data were obtained from Rookstool and Thorpe's A Summary of the Responses to the Campus Self-Assessment Sex Equity Survey, 1982-83: Sex Equity in California Community Colleges Vocational Education Programs: A Status Report, California Community Colleges Chancellor's Office, August 1983.

* GOAL #1 - The district's nondiscrimination policy, which includes nondiscrimination on the basis of sex, is periodically disseminated to staff, students, and the general public.

Interpretive Questions: Does the policy that covers nondiscrimination on the basis of sex appear in the student/staff handbooks, and in the public press or in other widely circulated announcements? Are samples of these announcements available at the college?

Chart 1

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
1/NA	1	1	1	1	2	1	1	1

Eight of the nine campuses (all except Southwest) reported Goal #1 achieved with ongoing maintenance. Southwest clarified its response by reporting that general circulation of the district's nondiscrimination policy would be included in the appropriate campus handbooks soon after submission of the survey. Additionally, City College indicated that Goal #1 was not applicable to that campus. No clarifying statement was included. All campuses should be aware that they are responsible for dissemination to their service district even though the formal policy is developed and approved at the District level by the governing board.

Summary: From the responses it appears that the nondiscrimination policy is widely distributed on most campuses.

LACCD Achievement - 89%

Statewide Achievement - 90%

* GOAL #2 - Students and employees are aware of a grievance process to redress sex discrimination. Grievance procedures have been developed or existing procedures reviewed/modified to accommodate the uniquely sensitive nature of sexual harassment complaints.

Interpretive Questions

Has information on grievance procedures been disseminated to all students and all employees in occupational education? Do the employee/student surveys or other data indicate that students and staff are aware of these procedures? Have existing grievance procedures been reviewed in an effort to determine their effectiveness in resolving sexual harassment issues? When indicated, have appropriate changes been made or a separate procedure been developed?

Chart 2

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
1/TA	2	1	1	1	1	1	1	1

Eight of the nine colleges reported Goal #2 as achieved with ongoing maintenance. The remaining college, East, reported that planning and action were in progress and by late June, 1983 additional distribution of the sexual harassment policy would be accomplished. Harbor College commented that, because of the cost incurred in publishing the handbook, individual student copies could not be widely distributed. Additionally, one campus (City)

requested assistance in designing and conducting appropriate surveys regarding sexual harassment issues.

A close examination of the responses indicates that most of the colleges interpreted Goal #2 to mean that grievance procedures had been disseminated. Most did not, however, address the issues of assessing awareness of the procedures or attempts to revise or modify the process. City, East, and Harbor specifically indicated that no survey had been conducted to ascertain student and employee awareness. Since no quantitative information was reported, it can be assumed that surveys may not have been conducted at the other campuses.

Summary: Dissemination of grievance procedures has taken place. Progress on revisions and modifications to accommodate the sensitive nature of sexual harassment issues cannot be determined. No quantitative data on the awareness of students and employees of the grievance process to redress sex discrimination were reported. One request for technical assistance was received.

LACCD Achievement - 89%

Statewide Achievement - 72%

* GOAL #3 - The self-evaluation required by Title IX has been conducted and placed on file, and the person responsible for Title IX implementation has been designated.

Interpretive Questions: (a) Has the Title IX self-evaluation been completed and filed at the College/District level and at the appropriate state agencies? (b) Has a person been designated and been given support/resources for implementation of Title IX activities?

Chart 3

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
1	1	1	1	1	TA	2	1	1

Seven of the nine colleges reported Goal #3 achieved with ongoing maintenance. One college (Trade Tech) indicated planning and action were in progress, and one college (Southwest) requested technical assistance without designating a numerical rating of their achievement toward Goal #3. Southwest's comments, however, indicated that the self-evaluation had been

completed in 1976 and that an interim Title IX appointment had been made. No anticipated date of action was reported for formal appointment of a Title IX Officer. Southwest requested assistance through additional funding for a full-time Title IX coordinator to provide support for implementation of the sex equity goals. They also requested clarification of the responsibilities of the Title IX Officer and the Gender Equity Coordinator.

Trade Tech indicated that initial self-evaluation had been completed in 1976; an interim Title IX representative had been appointed; and revisions and improvements in Title IX compliance would be completed by Summer 1983.

Importantly, several colleges mentioned that the lack of funding, time and resources hinders the effective implementation of Title IX activities.

Summary: All campuses have 1976 Title IX Self-Evaluations on file and all campuses have appointed a formal or "interim" Title IX officer. Southwest response included a request for technical assistance.

LACCD Achievement - 78%

Statewide Achievement - 85%

* GOAL #4 - Each occupational course/program is available to females and males, and any imbalance in enrollments has been studied and continues to be monitored. Plans have been developed and implemented for programs with imbalanced enrollments to encourage enrollment and retention of students from the underrepresented gender.

Interpretive Questions: Have any appropriate curricular and programmatic changes been made, including adding support services? Is each program identified in the catalog as being available to females and males? Is there written evidence that enrollments have been studied to identify imbalance? Have plans to encourage males and females to enter and to complete non-traditional courses/programs been developed and implemented?

Chart 4

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
2/TA	2	1	2	1	1	2	1	1

Five campuses (Harbor, Pierce, Southwest, Valley, West) reported Goal #4 achieved with ongoing maintenance. The remaining four (City, East, Mission, Trade Tech) indicated that planning and action were in progress.

Several colleges (City, Harbor, Trade Tech) indicated a need for a readily accessible (computerized) system to collect data on enrollment and retention in vocational education classes. Monitoring of enrollment and retention must be done by referring to individual class rosters, which is time-consuming and tedious, and therefore, not done.

All the campuses reporting "planning and action in progress" indicated that all courses are "open" to females and males.

Additionally, Mission reported that degenderization of the catalogue would be completed by June of 1984. Mission also indicated that no written plan had been developed to balance enrollment in the targeted imbalanced programs. Further, West indicated that no curricular changes had been implemented. These comments provide insight into the scope and complexity of the activities necessary to meet the intent of state and federal legislation to reduce the negative impact of sexism. None of these activities can be effectively undertaken without easily accessible data regarding the gender profile of class enrollment and completion.

Summary: All courses and programs are open to female and male enrollment. Recruitment and retention plans are difficult to evaluate because the necessary enrollment data are not accessible. Further, one request (City) for technical assistance was received.

LACCD Achievement - 56%

Statewide Achievement - 59%

* GOAL #5 - Requirements for entry into specific vocational courses do not include prerequisites that are related to gender. Remediation services are available to assist nontraditional students to meet minimal program prerequisites.

Interpretive Questions: Have all prerequisites been reviewed to assure that they are bias-free, and any appropriate revisions made? Are special classes and/or tutoring services provided to assist nontraditional students to meet entry requirements?

Chart 5

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
2/TA	1	1	1	1	1	1	1	2

Seven campuses (East, Harbor, Mission, Pierce, Southwest, Trade Tech, Valley) reported Goal #5 achieved with ongoing maintenance. Two colleges (City and West) reported limited progress. City also requested technical assistance in specialized tutorial services. City indicated that no gender biased prerequisites existed but that they did have to reduce tutorial services because of budget restrictions. West indicated that they are reviewing the prerequisites and points given toward admission for work experience in dental hygiene. No expected date of completion was given.

Summary: Eight campuses reported gender-free program prerequisites, and one reported a need to review at least one program. Seven reported that tutorial services are available, with some reduction in tutoring as a result of budget reductions.

LACCD Achievement - 78%

Statewide Achievement - 88%

* GOAL #6 - Vocational curriculum, testing, and consulting materials are free from gender bias and stereotyping.

Interpretive Questions: Has a review of the occupational education curriculum been conducted to assure that it is free from biased language, stereotypical illustrations, or differential requirements? Have testing, counseling materials and practices been reviewed (and revised, if applicable) to assure that they are free from gender bias, stereotyping or differential norms for men and women?

Chart 6

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
1/SR	2	1	2	1	1	3/TA	1	1

Seven colleges reported Goal #6 achieved with ongoing maintenance. One (East) reported planning in progress, and one (Trade Tech) reported no action to date. City reported it had special resources in this area, while Trade Tech indicated a need for technical assistance with the review of current materials, suggestions for making materials gender-free, and the provision of lists of publishers who produce non-sexist educational materials. There is a special need for gender-free materials in the fields of carpentry and plumbing.

East reported that a comprehensive review of career center materials would be completed by summer 1983 and that a review of the occupational program is in progress.

Summary: Seven campuses reported that vocational testing and counseling materials are free from gender bias and stereotyping. East reported action in progress, and Trade Tech reported "no action to date," because of a need for technical assistance. City indicated they had special resources.

LACCD Achievement - 78%

Statewide Achievement - 81%

* GOAL #7 - The college has a commitment to assure that any cutbacks in staff services, courses or programs will have a comparable impact on men and women.

Interpretive Questions: If cuts have been made, has the impact been comparable for males and females? Have courses, programs or services that have been reduced or eliminated resulted in a disproportionate impact on one gender? Has the impact of any staff reductions had a comparable impact on men and women?

Chart 7

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
3	2	2	1	1	3	1	1	2

Four colleges (Mission, Pierce, Trade Tech, Valley) reported that Goal #7 was achieved with ongoing maintenance. Three (East, Harbor, and West) reported planning and action in progress. Two (City and Southwest) reported no action to date. The supporting comments provided the following insight into the responses:

1. City and Southwest reported no action to date because there had been no reductions in full-time instructional staff.

2. East reported that reductions in part-time staff had a greater negative impact on males.

3. Harbor reported that the elimination of the Women's Re-Entry Center, the Placement Office, the Health Office and the decrease in admissions into the LVN Program had a greater negative impact on females, while the phasing out of the Air Conditioning and Refrigeration Program had a negative impact on males.

4. West has observed some reduction in the enrollment of female students.

Summary: Several colleges interpreted this question as addressing staff reductions and did not address the impact of reduction on programs, services

and student enrollments. It appears that most faculty/staff reductions are being accommodated through natural attrition. Three colleges reported a disproportionate impact, although the effect is unclear.

LACCD Achievement - 44%

Statewide Achievement - 54%

* GOAL #8 - All courses related to or identified as consumer and homemaking education encourage participation of both males and females to prepare for combining the role of homemaker and wage earner.

Interpretive Questions: Are all curriculum, facilities and environment of consumer/home economics programs designed to encourage the enrollment and retention of men?

Chart 8

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
1	1	1	2	NA	1	1	1	NA

Six campuses reported Goal #8 achieved with ongoing maintenance. One, Mission, reported planning and action in progress; however, they qualified the rating by stating that all courses in consumer and homemaking education do presently encourage participation by both men and women.

Two colleges, Pierce and West, reported that the goal was not applicable to their campuses. An explanation of the response would have offered the reader/evaluator more information.

Summary: At campuses reporting that the goal applies, all courses related or identified as consumer and homemaking education encourage the participation of both females and males.

LACCD Achievement - 67%

Statewide Achievement - 69%

* GOAL #9 - Consumer homemaking curriculum materials reflect the increased numbers of women working outside the home, and the increased number of men assuming homemaking responsibilities.

Interpretive Questions: Is there evidence that the consumer homemaking curriculum materials (texts, tests, lectures, tapes, films) recognize and reinforce efforts to eliminate sex discrimination? Do texts and materials include updated information to depict females in the work world and males assuming hommaking roles?

Chart 9

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
1	1	2	1	NA	1	1	1	NA

Six campuses (City, East, Mission, Southwest, Trade Tech, Valley) reported that Goal #9 is achieved with ongoing maintenance. One (Harbor) reported that planning and action are in progress. Two campuses (Pierce and West) reported that the goal is not applicable (with no added clarification). Harbor reported that tests and other materials are already being developed with gender equity in mind and that efforts are being made to secure illustrative materials depicting men in homemaker roles.

Summary: At six of the seven campuses where this goal applies, curriculum materials for the homemaking curricula have been updated, while the one remaining campus (Harbor) is in the process of obtaining materials expressly suitable for this purpose.

LACCD Achievement - 67%

Statewide Achievement - 58%

GOAL #10 - Men and women will have equal access to and will receive comparable treatment in apprenticeship programs. Women are encouraged to consider apprenticeship programs through counseling, promotional materials and activities.

Interpretive Questions: Have the policies and practices relative to apprenticeship programs been examined to assure equal access for men and women? Were any barriers or disparities identified? If so, have remedies been developed and implemented? Have special programs been developed to encourage women to consider apprenticeship programs?

Chart 10

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
3/TA	NA	NA/SR	TA	NA	NA	2	1	NA

Five campuses (East, Harbor, Pierce, Southwest, West) reported that Goal #10 is not applicable to their sites. One college (Valley) indicated that Goal #10 was achieved with ongoing maintenance. However, Valley has no apprenticeship programs. NA may have been a more appropriate response.

Another campus (City) which reported no action to date, is also not currently involved in any apprenticeship programs; however, the City College Gender Equity Committee has expressed interest in participating in student apprenticeship programs in the near future. One campus (Trade Tech) reported that equal access to apprenticeship programs is provided; yet few females place themselves on the apprenticeship track. They also reported that completion of plans for the specialized recruitment of females into apprenticeship programs will be completed by September 1983.

Two colleges (Mission and City) requested technical assistance. Mission requested assistance in meeting this goal, although they have no apprenticeship programs at present; and City indicated a desire to investigate the possibility of establishing apprenticeship programs.

It can be concluded from a close interpretation of the data that Goal #10 applies only to Trade Tech in the LACCD, and that college is developing specialized plans for recruiting women into the apprenticeship programs, which have been dominated by male participation in the past. Two requests for technical assistance were made.

Harbor College maintains special resources for apprenticeship programs. These resources are in the form of printed material housed in the Career Guidance Center.

LACCD Achievement - 0%

Statewide Achievement - 25%

* GOAL #11 - Both females and males have equal access to each occupational student organization sponsored by the school, and materials used by such organizations are free of sex bias.

Interpretive Questions: Have student occupational organizations, with memberships that are single-sex or predominantly one gender, encouraged increased participation by members of the underrepresented gender? Are there written plans and/or minutes to document these efforts?

Chart 11

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
1	2	1/2	NA/TA	1	NA	NA	1	1

Four colleges (City, Pierce, Valley, West) reported Goal #11 has been achieved with ongoing maintenance. One college (Harbor) reported that part of the goal has been achieved. East indicated that they are planning,

and action is in progress. They reported that the clubs will be apprised of the need for written plans and documentation of efforts to achieve gender equity.

Three colleges (Mission, Southwest, Trade Tech) indicated that this goal was not applicable to their campuses. Mission and Trade Tech reported that they have no student occupational organizations. Southwest reported that they have a minimal number of such organizations. One campus (Mission) requested technical assistance, with no explanatory comments.

Although City indicated compliance with this goal, they also noted that no minutes or written plans were available to document efforts to increase participation by under-represented gender population groups.

Summary: Five of the seven colleges in the LACCD which have student organizations have achieved this goal. One reported planning and action are in progress. Two indicated the goal is not applicable, because they have no campus-sponsored student occupational organizations. One erroneously reported that Goal #11 does not apply because they have a minimal number of student occupational organizations. One campus requested technical assistance.

LACCD Achievement - 44%

Statewide Achievement - 62%

* GOAL #12 - The vocational staff and students have been surveyed in order to identify any remaining instances of sex discrimination, bias, or stereotyping which may inhibit equal access to any program or service.

The administration has taken any necessary steps to assure that facilities in all vocational education areas are comparable for men and women (i.e., rest rooms, lockers, and shower facilities).

Interpretive Questions: Is there documentation that the staff and students have been encouraged to submit information regarding any remaining sex discrimination, bias or stereotyping which may inhibit equal access and vocational programs and services? Are all special facilities comparable and equally accessible to males and females? Is the educational environment free of materials, i.e., posters, displays, etc., which tend to perpetuate stereotypes?

Chart 12

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
2/TA	3	1	1/2 TA	1/2	1	1	1	2

Five colleges (Harbor, Southwest, Trade Tech, Valley, West) reported that Goal #12 has been achieved with ongoing maintenance. Two (Mission and

Pierce) reported that part of the goal has been achieved and that planning and action are in progress. Mission, however, indicated that there is no survey planned to identify remaining instances of sex discrimination. Pierce reported that completion of such a survey would take place by April 1983.

Two colleges (City and West) reported that action was in progress on Goal #12. West had conducted a survey and the administration had taken steps to assure equal facilites. One college (East) indicated that no action has been taken to date. Clarifying statements, however, indicated that East has comparable facilites, but they have not completed a survey.

Summary: Interpretation of the data indicates that six colleges have taken significant steps in achieving goal #12. Three need to complete surveys. Two colleges requested technical assistance.

LACCD Achievement - 44%

Statewide Achievement - 55%

* GOAL #13 - Local Advisory Committees include a representative number of women and men who are sensitive to the needs of all students regardless of gender, and appropriate representation of the racial and ethnic minorities found in the region it serves.

Interpretive Questions: Is there documentation that all Advisory Committees have an equitable representation of men and women, and that they reflect the percentage of racial and ethnic minorities indicated by the census data for the region served by the college? If not, have systematic efforts been made to increase the memberships of the underrepresented group? Do the minutes of meetings indicate that committee members are being made aware of equity issues?

Chart 13

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
2	2	2	1	1	1	2	1	2

Four campuses (Mission, Pierce, Southwest, Valley) reported that Goal #13 was achieved with ongoing maintenance. Five (City, East, Harbor, Trade Tech, West) indicated that planning and action were in progress. All five campuses indicated that balanced representation on the advisory committees was being reviewed.

Summary: Less than half of the campuses have achieved a representative number of men and women and appropriate representation of racial and ethnic minorities

on local advisory committees. Five colleges indicate that they are striving to remedy any imbalances.

LACCD Achievement - 44%

Statewide Achievement - 42%

* GOAL #14 - Plans have been made to continue gender equity inservices, and special encouragement to attend will be given to those who have had no equity training. Board members have been invited to attend these programs.

Interpretive Questions: Is there evidence that all the occupational education instructors, counseling and placement, and other support staff, have had an opportunity to participate in workshops, etc. related to sex-fairness? Is there documentation that a minimum of one representative from each major instructional area, counseling and placement staff has received such inservice? Is inservice planned for the current year for members of the vocational education staff, particularly those who have not previously participated in equity training programs? Have board members been invited to attend equity training activities?

Chart 14

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
2	2	1	2	1	TA	2	2	1/2

Two colleges (Harbor and Pierce) reported that Goal #14 has been achieved with ongoing maintenance. Five colleges (City, East, Mission, Trade Tech, Valley) indicated that planning and action were in progress. West indicated that part of the goal had been achieved, but no explanatory comments were expressed. Southwest requested technical assistance in getting at least one representative from each major instructional area to participate in gender equity activities.

Most of the colleges that indicated plans and actions were in progress stated that inservice activities had been attended and would continue to be offered. Harbor indicated a special need for more to be done to include instructors in inservice activities. As of April 1983 Trade Tech had hired a Re-Entry/Gender Equity Counselor whose duties included addressing this goal.

Summary: The comments and responses from the campuses seem to indicate an ongoing need for more inservice education on sex equity issues, especially among faculty members.

LACCD Achievement - 22%

Statewide Achievement - 54%

* GOAL #15 - An effective retruitment and hiring program has resulted in an equal representation of men and women in vocational education instruction, guidance, and administration.

Interpretive Questions: Do current employment statistics indicate a balance in the number of men and women in vocational education instruction, guidance and administration? If not, is there documented evidence that recruitment practices, coupled with a written plan and board-approved policies, have effectively minimized gender imbalance in vocational education staffing patterns?

Chart 15

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
2	2	1	1	1	1	2	1	2

Five campuses (Harbor, Mission, Pierce, Southwest, Valley) indicated that achievement with continuing maintenance had been obtained for Goal #15. Four campuses (City, East, Trade Tech, West) indicated that planning and action on this goal were in progress. Several indicated that the goals have been established through Affirmative Action and Sex Equity Programs. However, district-wide hiring freezes have essentially prevented the implementation of recruitment and hiring programs.

Summary: Five campuses reported that effective recruitment and hiring programs have resulted in an equitable representation of women and men in vocational instruction, guidance and administration. The remaining four colleges expressed a willingness to continue efforts to reach this goal as soon as the district hiring freeze is lifted.

LACCD Achievement - 56%

Statewide Achievement - 38%

* GOAL #16 - Priority has been given to the increase of the number of non-traditional instructors hired for vocational education training programs, in order to provide supportive role models for students who are enrolled in programs nontraditional for their gender.

Interpretive Questions: Have hiring practices resulted in hiring instructors who teach in areas nontraditional for their gender? Do all job descriptions clearly indicate that they are open to both genders? Have any special efforts been made to recruit instructors to teach courses that are nontraditional for their gender?

Chart 16

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
1	2	2	1	1	1	2	NA	2

Four campuses (City, Mission, Pierce, Southwest) reported that Goal #16 was achieved with ongoing maintenance. Four campuses (East, Harbor, Trade Tech, West) reported that planning and action were in progress. Valley indicated that the goal was not applicable to their campus because no hiring was taking place. As with the responses to Goal #15, the comments related to this goal reflected a willingness to give this issue priority when the hiring freeze is lifted. Trade Tech expressed the difficulty incurred when trying to meet this goal when the pool of nontraditional instructors for some fields (e.g., plumbing) is almost non-existent. It is noted that, when nontraditional, part-time instructors cannot be replaced, there is a negative effect on the colleges' ability to provide equitable role models.

Summary: Four colleges reported achieving Goal #16. Five reported that hiring freezes prevented full implementation of the goal. A complicating factor may be due to the availability of a very small pool of nontraditional instructors in some fields.

LACCD Achievement - 44%

Statewide Achievement - 37%

* GOAL #17 - Guidance and counseling are provided to students to encourage them to consider all programs of study and make choices based on interest and talents rather than their sex.

Interpretive Questions: Does the guidance and counseling program and center include supplementary materials that increase student awareness of sex bias? Do counseling materials/practices assist students to overcome any internalized barriers that would prevent them from considering nontraditional as well as traditional vocational options?

Chart 17

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
1/SR	2/TA	1/SR	2	1	1	1	1	1

Seven campuses (City, Harbor, Pierce, Southwest, Trade Tech, Valley, West) reported achievement with ongoing maintenance of Goal #17. Two colleges (East and Mission) reported planning and action in progress. In addition, two colleges (City and Harbor) reported that they have special resources and materials available to meet this goal. One campus, East, requested technical assistance to provide inservice to counselors.

Summary: With the exception of one college, it appeared that all the campuses have provided gender-free guidance and counseling.

LACCD Achievement - 78%

Statewide Achievement - 82%

* GOAL #18 - All materials in the career centers have been reviewed for sex equity, and materials are free of sex and racial bias.

Interpretive Questions: Have all the materials related to career counseling and testing in career centers been reviewed for sex fairness? Have biased materials been identified and phased out? Is there a plan for perpetual review of incoming materials?

Chart 18

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
2	2	1	1	1	1	1	1	1

Seven campuses (Harbor, Mission, Pierce, Southwest, Trade Tech, Valley, West) reported that Goal #18 has been achieved with ongoing maintenance. Two campuses (City and East) reported that planning and action are in progress. City indicated that materials are being reviewed, but that budget limitations have prevented the purchase of new materials. East indicated that their review would be completed by June, 1983.

Summary: Seven campuses reported achievement of Goal #18. All campuses indicated that a reviewing process had been established.

LACCD Achievement - 78%

Statewide Achievement - 81%

* GOAL #19 - Culturally relevant materials that encourage minority youth to broaden their occupational aspirations regardless of gender are used in career centers and other places.

Interpretive Questions: Do career centers, satellite libraries, or main libraries offer audio-visual and written materials in languages other than English? Are these materials reviewed and modified to encourage minorities to broaden their occupational aspirations? Is there a plan providing for continuing review of incoming materials?

Chart 19

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
1/SR	2	1/SR	1/2	TA	1	2	1	1

Five colleges (City, Harbor, Southwest, Valley, West) indicated that Goal #19 has been achieved with ongoing maintenance. Two colleges (East and Trade Tech) indicated that planning and action were in progress. East reported that its collection of culturally relevant materials is very limited, with a small percentage in languages other than English. One college (Mission) said that it has achieved the goal and also has further plans in progress. It appears that the tutoring center maintains a library of multi-lingual resources, but the new VEA Career Center needs additional materials. One college (Pierce) indicated a need for technical assistance, but gave no details.

Summary: Five colleges reported achieving the goal, while one reported achieving part of the goal. Two colleges said that planning and action were in progress, with one college reporting progress on half of the goal. Two colleges indicated that they had special resources available, while one requested nonspecified technical assistance. Several colleges expressed the desire to purchase new materials, but were unable to do so because of funding constraints.

LACCD Achievement - 56%

Statewide Achievement - 70%

* GOAL #20 - Career and work experience referrals and placements arranged by the college are not assigned on the basis of sex.

Interpretive Questions: Are job assignments based on factors other than gender? Is notification that assignments cannot be made on the basis of sex given to all employers/unions cooperating with the placement program?

Chart 20

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
1	1	1	1	1	1	1	1	1

All nine campuses reported that Goal #20 had been achieved with ongoing maintenance.

Summary: All campuses reported that career and work experience placements are not made on the basis of sex.

LACCD Achievement - 100%

Statewide Achievement - 90%

* GOAL #21 - Cooperative arrangements between the local educational agency and employers of students (in work experience, cooperative vocational education, apprenticeships, and all other student placements) are made only with employers who do not discriminate on the basis of sex.

Interpretive Questions: Are there assurances on file that each employer provides equal opportunity employment? Is there written evidence that the college has developed and implemented a monitoring system to determine whether students encounter any discrimination or sexual harassment on the job?

Chart 21

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
1	1	1	2	1	1	1	1	2

Seven campuses (City, East, Harbor, Pierce, Southwest, Trade Tech, and Valley) reported that Goal #21 has been achieved with ongoing maintenance. Two campuses (Mission and West) reported that planning and action were in progress. Mission indicated that, while they presently have an informal monitoring system, they are establishing a more consistent method. West also indicated they are establishing a monitoring system. The written comments showed that many campuses have an informal method of monitoring rather than a formal process of gathering information.

All of the campuses reported that letters of assurance from some employers are maintained.

Summary: All of the campuses in the LACCD reported a high level of cooperation between employers and the campuses. Two indicated that they are developing monitoring systems.

LACCD Achievement - 78%

Statewide Achievement - 75%

* GOAL #22 - Work experience activities that show promise in attracting men and women into nontraditional occupations have been implemented, and other programs are being implemented to place men and women into nontraditional occupations. All students enrolled in vocational education programs have an opportunity to be placed in work experience for at least one quarter/semester.

Interpretive Questions: Are specially designed work experiences part of the regular career program and/or the support services for women? Are special courses or specially designated units of existing courses offered to both males and females which will better enable students to succeed in non-traditional occupations? Do all students, traditional and nontraditional, have an opportunity to participate in work experience for at least one semester/quarter?

Chart 22

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
1	2	1	1/2	1/TA	1	1	1	1

Seven campuses (City, Harbor, Pierce, Southwest, Trade Tech, Valley, West) indicated they had achieved Goal #22 and have ongoing maintenance. One college, Mission, reported that they had achieved the first part of the goal by establishing a Career Planning Center. The second part of Goal #22 was in the planning and action stage. They further indicated that all students have access to the placement office job opportunities and that every effort is made by the Placement Office to place students in jobs related to their majors.

One college, East, reported that they are in the planning and action process. They indicated that Cooperative Education is under consideration for deletion from the program because of a lack of funds. Although the service is restricted, the Co-op Ed program was still in place in June, 1983. Additionally, they reported that not all students have an opportunity to be placed in work experience for one semester.

Pierce requested technical assistance with this goal. They indicated

that providing work experience had been a major thrust of their Sex Equity program in 1982-83 and would continue to be featured if funds were available.

Summary: Seven campuses reported that they had achieved this goal. Two indicated that they were in the planning stages. Funding was identified as a factor in meeting this goal.

LACCD Achievement - 78%

Statewide Achievement - 52%

* GOAL #23 - The placement rate for nontraditional students is equal to the placement rate of students seeking jobs that are traditional for their gender. (Indicate whether the college has a career placement program.)

Interpretive Questions: Are documents detailing all enrollment in courses, completion data, and placement data by sex available for review? Do they show a comparable placement rate for students completing nontraditional and traditional programs? If not, have special efforts been made to develop non-traditional job opportunities?

Chart 23

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
2/TA	1	2	2	TA	3/TA	2	1	3

Two colleges (East and Valley) indicated that they had achieved Goal #23 with ongoing maintenance. Four colleges (City, Harbor, Mission, Trade Tech) reported that progress was being made toward planning and action on this goal. Two colleges (Southwest and West) indicated no action to date. Three colleges (City, Pierce, Southwest) requested technical assistance.

The four colleges that reported planning and action in progress provided the following clarifying statements:

City indicated that currently available computer information does not specify enrollment by sex in traditional and nontraditional programs, but it is expected that this information will be accessible by Fall 1984. They do, however, publicize nontraditional job opportunities through the Career Fair.

At Harbor, students must rely heavily on their own resources for job placement. College staffing of the Placement Center has been phased-out due to financial restrictions. A "job board" and limited, part-time, temporary assistance received from the State Employment Development Department remain

available. A survey instrument is being developed to track vocational education students through the program and after graduation.

Mission indicated a desire to achieve a more comparable program completion rate for nontraditional students. Program challenges and the tendency of employers to hire nontraditional students before they have completed the program cause lower retention of nontraditional students.

Trade Tech reported that a formal placement tracking system will be in place by the summer of 1983.

Of the two colleges that reported "no action to date," Southwest indicated that the Placement Office was not organized to collect the data stated in this goal. Although they have the expertise to collect the data, they need additional time and staff to meet this requirement.

West reported that they anticipate action by 1984, but they added no narrative comments.

Of the three campuses which requested technical assistance, two (Pierce and Southwest) indicated a need for additional funding (e.g., time and staff) to meet this goal. City did not specify its needs.

Summary: Only two colleges reported achieving this goal. Four indicated they were planning action, and two reported no action to date. One college reported only the need for technical assistance. Two other colleges also requested technical assistance. Technical assistance was expressed as the need for additional funding to provide the time and staff necessary to meet the stipulations of this goal.

The number of requests for technical assistance and the general tone of the comments received on the self-assessment indicate a desire to meet this goal. An overwhelming frustration exists, however, with the limited staff and resources necessary to do the work required to assure equal placement for nontraditional students.

Discussions with vocational instructors indicate that placement of nontraditional students exceeds that of traditional students, because employers are eager to achieve their affirmative action goals. The colleges face the problem of encouraging nontraditional students to postpone full-time employment until they have completed the educational program and are fully prepared to succeed in the workplace.

LACCD Achievement - 22%

Statewide Achievement - 27%

* GOAL #24: The college has provided programs and services which meet the needs of displaced homemakers and other special groups seeking employment. An effective record-keeping system has been developed to document use of VEA funds for displaced homemakers and other special groups described in Section 120 (b) (1) (L) of the Act.

Interpretive Questions: Have the needs of displaced homemakers been assessed, either by means of local survey or by review of the data published in A Statistical Report on the Status of Displaced Homemakers in California, 1982? Have services for these persons been implemented? Do they include special vocational counseling, educational programs, and job placement services? Is the person assigned responsibility for displaced homemaker services a member of the certificated staff? Have accurate records been kept to document VEA expenditures for persons described in Section 120 (b) (1) (L) of the Act?

Chart 24

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
3	1	1	2	1/NA	NA	2	2	NA

Three colleges (East, Harbor, Pierce) reported that they had achieved Goal #24 with ongoing maintenance. Three (Mission, Trade Tech, Valley) indicated that planning and action were in progress. One (City) reported no action, and two (Southwest and West) reported the goal as not applicable to their campuses.

Pierce, which reported the goal achieved, also responded that the second part of the goal did not apply to them, since they no longer have a displaced homemaker program. They stated that they currently receive no funding for that purpose.

Of the three colleges that reported planning and action in progress, Mission and Trade Tech cited the need for additional funding to meet this goal. Mission indicated that they had found a definite need for a displaced homemaker program among their student population; however, the services had ended in June 1983 due to a lack of funding. Trade Tech has applied for external funding to strengthen their displaced homemaker services. Valley indicated that they would meet this goal by June 1983, but gave no explanatory comments.

City, which reported no action to date, indicated that funding has not been sought, because they lack time and personnel to complete the process.

Two colleges (Southwest and West) indicated that this goal did not apply to them, but they offered no justification.

Summary: Three colleges reported achieving Goal #24; three reported being in the planning state; one reported no action to date; and two indicated the goal was not applicable. Funding for programs supporting the conditions of this goal seemed to be a key issue for many of the colleges.

LACCD Achievement - 33%

Statewide Achievement - 61%

* GOAL #25: Support services for women who are enrolled in, or who are interested in enrolling in, programs designed to prepare them for non-traditional employment have been implemented, with a particular emphasis on the needs of minority females.

Interpretive Questions: Has the administration provided leadership, qualified personnel, and financial resources for the development and implementation of support services for women preparing for nontraditional occupations? Do the services include any or all of the following: special counseling, class on seeking employment, job development, job follow-up? Have these services been designed to serve the special needs of minority women? Has an accurate record-keeping system been developed and maintained to document VEA expenditures for support services for women?

Chart 25

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
1/SR	1	1/3	3	2	2	2	1	2

Three campuses (City, East, Valley) reported that they had achieved Goal #25 with ongoing maintenance. Harbor indicated that they had met this goal during the 1981-82 academic year, but funding restrictions had resulted in a cutback during 1982-83. They have had to depend on general counseling to meet current needs. Four colleges (Pierce, Southwest, Trade Tech, West) indicated that planning and action were in process. One college (Mission) reported no action to date. One college (City) reported that they have special resources available on the subject of nontraditional employment.

Pierce indicated that meeting this goal has been a major thrust of their past programs. Southwest reported that planning is embryonic since they are in the first year of funding. Trade Tech said that their Re-Entry/ Gender Equity counselor would address this goal beginning in May, 1983.

West reported that the goal is achieved except for job development and follow-up.

Mission, which reported no action to date, indicated that no special program has been implemented to serve only women, but that support services are extended to women and men equally.

Summary: Three campuses reported achieving this goal. Four indicated planning and action were in progress, while two reported that no current action was taking place.

LACCD Achievement - 33%

Statewide Achievement - 61%

* GOAL #26 - Information has been disseminated to faculty on available child care services. This information has also been disseminated to students. Child care services are adequate to fill the needs of students who require such services. Efforts have been made to expand/implement this service if there are unmet needs.

Interpretive Questions: Have all faculty and students received information concerning available child care services both on and off campus? If no child care services exist, or they are limited, have steps been taken to explore funding sources to develop adequate day care services?

Chart 26

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
1	1	1	1/3	TA	1	1	1	1/2

Six colleges (City, East, Harbor, Southwest, Trade Tech, Valley) reported that they had achieved Goal #26 with ongoing maintenance. One college (Mission) indicated that it had achieved part of the goal through disseminating information about the childcare services available, but the second part of the goal remained unmet because lack of funds severely limited the number of children it could serve. West indicated they had achieved part of the goal, and were currently studying expansion for an evening child care service. Pierce requested technical assistance in the form of additional funding to expand child care services.

Several colleges (Mission, East, Harbor, Pierce, West) indicated that a need exists for expansion of the services but that unavailability

of funds precludes meeting this goal. Harbor reported that it increasingly attempts to meet the demand by making referrals to the limited number of community agencies.

Summary: Six colleges reported achieving this goal. Two reported partial achievement, and one requested technical assistance in the form of additional funding. A majority of campuses expressed the need and desire to expand child care services.

LACCD Achievement - 67%

Statewide Achievement - 61%

* GOAL #27 - Organizations, agencies, educational institutions, projects and human resources that have addressed the special needs of displaced homemakers and the entry of women and men into nontraditional occupations (especially women into the apprenticeship trades) have been identified. Cooperation with these agencies has been initiated.

Interpretive Questions: Has communication and cooperation been established with organizations, agencies and projects that have a special interest in and special resources for re-entry women, displaced homemakers, minority women, or persons entering nontraditional occupations, including women in apprenticeships?

Chart 27

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
2/TA	1	1	3	1	TA	3/TA	1	2

Four campuses (East, Harbor, Pierce, Valley) reported that Goal #27 had been achieved with ongoing maintenance. Two campuses (City and West) reported that planning and action were in progress. Two colleges (Mission and Trade Tech) reported no action to date.

Three colleges (City, Pierce, and Trade Tech) requested technical assistance, and Pierce responded without stating a level of achievement on meeting this goal. Pierce did report, however, that the college had established a limited number of contacts with organizations that encouraged persons to enter nontraditional occupations. Additionally, more extensive work had been accomplished working with minority women and displaced homemakers through the Women's Center.

City indicated that the Advisory Board continues to encourage agencies and the community to further the needs of nontraditional occupations. City

desires technical assistance in investigating the feasibility of introducing apprenticeship programs. West indicated that communication links with outside organizations have been improved through the sex equity program.

Of the two campuses that reported no action to date, Mission indicated that no firm commitments had been established but that a year-long project was to be completed by June 1984. Trade Tech indicated that the linkages expressed in Goal #27 do not formally exist. They requested assistance in developing them. Southwest did not specify the nature of the technical assistance needed.

Summary: Four colleges reported that this goal has been achieved. Two indicated that planning and action were in progress. Two reported no action to date. One reported a request for technical assistance. A total of three colleges expressed a need for technical assistance of some type in meeting this goal. In general, it can be deduced from the responses and comments that community resources are underutilized.

LACCD Achievement - 44%

Statewide Achievement - 56%

* GOAL #28 - Male and female students receive comparable benefits from the college's financial aid programs.

Interpretive Questions: Do records show that financial aids from all sources, to include grants, loans, and scholarships, provide comparable benefits for men and women?

Chart 28

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
1	1	1	1	1	1	1	1	1

Nine campuses reported that Goal #28 had been achieved with ongoing maintenance.

Summary: All of the LACCD campuses reported that male and female students receive comparable benefits from financial aid programs.

LACCD Achievement - 100%

Statewide Achievement - 99%

* GOAL #29 - The college has developed a Campus Gender Equity Plan.

Interpretive Questions: Does the Campus Gender Equity Plan include all items on this survey marked (2) planning/action in progress, and (3) no action to date? If there are items on the college's Title IX self-evaluation relative to vocational education that need remediation, have they been included in the Campus Plan? Has the Plan been developed to include gender equity goals and objectives which indicate a commitment to gender equity beyond minimal compliance? Is there a description of anticipated actions, a time line, and a listing of persons responsible for each item?

Chart 29

City	East	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West
ITA	2	2	1	1	1	2	2	2

Four campuses (City, Mission, Pierce, Southwest) reported that they have developed a Campus Gender Equity Plan with ongoing maintenance. The remaining five campuses (East, Harbor, Trade Tech, Valley, West) reported that planning and action are in progress for such a plan.

Harbor indicated that a Campus Gender Equity Plan would be developed by using the Self-Assessment Survey as a guideline for action. Trade Tech and Valley reported the documents would be completed by June, 1983.

Summary: Four campuses have developed written Gender Equity Plans. Five colleges have indicated involvement in the process.

LACCD Achievement - 44%

Statewide Achievement - 49%

Discussion of LACCD Achievement Compared to Community Colleges Statewide

By comparing the percentage of LACCD colleges reporting each goal achieved (Table 2, Column G) with the Statewide percent reporting goal achieved (Table 2, Column H), a gross estimation of the LACCD's standing as compared to the statewide progress can be determined. LACCD and the State were considered equal if they varied only five percentage points in either direction. LACCD percentages varying more or less than 5% were rated as greater than (>) or less than (<) statewide achievement.

Progress by LACCD colleges on 10 of the 29 goals can be rated as equal to statewide achievement. The rating of achievement for eight goals

by the LACCD is ahead of statewide achievement. The LACCD ranks behind the statewide achievement on 11 goals. It can be considered, then, that the LACCD is making progress at a rate equal to or better than the statewide achievement for a total of 18 of the 29 goals.

Reports of "No Action"

In addition to assessing a district-wide standing in relation to the state, Table 2 helps to pinpoint the important areas in which there has been no action. Column C shows that there has been no action by the following campuses on the goals indicated:

Colleges Reporting "No Action" on Selected Goals

COLLEGE	GOAL	
Trade Tech	GOAL 6	Vocational curriculum, testing and counseling materials are free from gender bias and stereotyping.
City	GOAL 7	The college has a commitment to assure that any cutbacks in staff services, courses or programs will have a comparable impact on men and women.
East	GOAL 12	The vocational staff and students have been surveyed in order to identify any remaining instances of sex discrimination, bias, or stereotyping which may inhibit equal access to any program or service. The administration has taken any necessary steps to assure that facilities in all vocational education areas are comparable for women and men.
Southwest & West	GOAL 23	The placement rate for nontraditional students is equal to the placement rate of students seeking jobs that are traditional for their gender.
City	GOAL 24	The college has provided programs and services which meet the needs of displaced homemakers and other special groups seeking employment. An effective record-keeping system has been developed to document use of VEA funds for displaced homemakers and other special groups described in Section 120(b)(1)(L) of the Act.
Harbor & Mission	GOAL 25	Support services for women who are enrolled in, or who are interested in enrolling in, programs designed to prepare them for nontraditional employment have been implemented, with a particular emphasis on the needs of minority females.
Mission & Trade Tech	GOAL 27	Organizations, agencies, educational institutions, projects, and human resources that have addressed the special needs of displaced homemakers and the entry of women and men into nontraditional occupations (especially women into the apprenticeship trades) have been identified. Cooperation with these agencies has been initiated.

Table 2: Achievement Level By Goal
LACCD and Colleges Statewide

	A Total Goal Achieved LACCD	B Total Planning and Action in Progress LACCD	C Total No Action Taken to Date LACCD	D Total Not Applicable LACCD	E Total Technical Assistance Requested LACCD	F Total Campuses Reporting Special Resources Available	G # Achievement LACCD	H # Achievement Statewide	I LACCD Achievement Compared to Statewide
Goal 1	8	1	0	0	0	0	89	90	=
2	8	1	0	0	1	0	89	72	>
3	7	1	0	0	1	0	78	85	<
4	5	4	0	0	1	0	56	59	=
5	7	2	0	0	1	0	78	88	<
6	7	1	1	0	1	1	78	81	=
7	4	3	2	0	0	0	44	54	<
8	6	1	0	2	0	0	67	69	=
9	6	1	0	2	0	0	67	58	>
10	0	1	0	8	2	1	0	25	<
11	4	2	0	3	1	0	44	62	<
12	4	4	1	0	2	0	44	55	>
13	4	5	0	0	0	0	44	42	=
14	2	7	0	0	1	0	22	54	<
15	5	4	0	0	0	0	56	38	>
16	4	4	0	1	0	0	44	37	>
17	7	2	0	0	1	2	78	82	<
18	7	2	0	0	0	0	78	81	=
19	5	3	0	0	1	2	56	70	<
20	9	0	0	0	0	0	100	90	>
21	7	2	0	0	0	0	78	75	=
22	7	2	0	0	1	0	78	52	>
23	2	4	2	0	3	0	22	27	=
24	3	3	1	2	0	0	22	51	<
25	3	4	2	0	0	1	33	61	<
26	6	3	0	0	1	0	67	61	>
27	4	3	2	0	3	0	44	56	<
28	9	0	0	0	0	0	100	99	=
29	4	5	0	0	0	0	44	49	=

Key: +/- five percentage points assume equal (=)
Greater than (>)
Less than (<)

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Discussion of "NO ACTION" Responses

City also reported No Action on goal #10. Their response should have been "Not Applicable," and the incorrect response has been omitted from this section of the report.

Mission reported No Action on Goal #26. Rather than indicating no action, their intent was to indicate that the need for child care exceeds the number of spaces available.

The colleges reporting no action on these important goals will want to place a priority on planning to meet the identified areas. In most cases these responses indicate a sense of frustration in reaching the goals and, in reality, some efforts have been made by the college.

Reports of "Not Applicable"

Table 2 shows the following responses:

Colleges Reporting "Not Applicable" on Selected Goals

COLLEGE	GOAL	
* Pierce & West	GOAL 8	Encouragement of males and females to participate in consumer and homemaking courses.
* Pierce & West	GOAL 9	Consumer homemaking curriculum depicting new male/female roles.
East & Harbor & Pierce & Southwest & West	GOAL 10	Equal access/treatment in apprenticeship programs. Encouragement of women to participate. (Only Trade Tech offers apprenticeship programs.)
Mission & Southwest & Trade Tech	GOAL 11	Equal access and materials in occupational student organizations.
Valley	GOAL 16	Priority given to hiring nontraditional instructors.
Pierce & Southwest & West	GOAL 24	The college has provided programs and services which meet the needs of displaced homemakers and other special groups seeking employment. An effective record-keeping system has been developed to document use of VEA funds for displaced homemakers and other special groups described in Section 120(b)(1)(L) of the Act.

Interpretation of "Not Applicable" Responses

Some of the campuses appear to view selected goals as not applicable to their college. In reviewing the goals statements and the responses, it is evident that the only goal for which "Not Applicable" is an acceptable response is Goal #10 (for those colleges with no apprenticeship programs).

* College catalogs indicate that Pierce and West offer Parenting classes.

If there are no student organizations on a campus, goal 11 may be answered "Not Applicable."

Technical assistance was requested in the following areas:

COLLEGE	GOAL	
City	GOAL 2	Development, awareness, revision and modification of grievance process.
Southwest	GOAL 3	Title IX Self-Evaluation and designation of Title IX Coordinator.
City	GOAL 4	Study/monitoring of imbalanced courses/programs. Plans for improved enrollment and retention.
Trade Tech	GOAL 6	Vocational curriculum, testing and counseling materials are free from gender bias and stereotyping.
City & Mission	GOAL 10	Equal access and treatment in apprenticeship programs.
Mission	GOAL 11	Equal access and materials in student occupational organizations.
City & Mission	GOAL 12	The vocational staff and students have been surveyed in order to identify any remaining instances of sex discrimination, bias, or stereotyping which may inhibit equal access to any program or service. The administration has taken any necessary steps to assure that facilities in all vocational education areas are comparable for women and men.
Southwest	GOAL 14	Staff participation/planned continuation of sex equity inservice including board members' participation.
East	GOAL 17	Assurance of gender-free guidance and counseling.
Pierce	GOAL 19	Use of culturally relevant materials for minority students.
Pierce	GOAL 22	Availability of nontraditional work experience opportunities.
City & Pierce & Southwest	GOAL 23	The placement rate for nontraditional students is equal to the placement rate of students seeking jobs that are traditional for their gender.
Pierce	GOAL 26	Information and availability of sufficient child care services.
City Southwest & Trade Tech	GOAL 27	Organizations, agencies, educational institutions, projects and human resources that have addressed the special needs of displaced homemakers and the entry of women and men into nontraditional occupations (especially women into the apprenticeship trades) have been identified. Cooperation with these agencies has been initiated.

Discussion of Requests for Technical Assistance

A total of twenty-one requests were made for technical assistance (Table 1). Three colleges requested no technical assistance. Six of the requests were unspecified, since no clarifying comments were included to explain the nature of the request. Five referred to funding cutback issues. The remaining requests covered a variety of topics.

Requests for technical assistance showed no particular patterns across goals, although Goal #27 received three requests, while Goal #10 and Goal #12 each received two requests. Goals numbered 2, 3, 4, 5, 6, 11, 14, 17, 19, 22, and 26 each received a single request. No requests for technical assistance were made for the remaining goals.

See Appendix 3 for identified state-wide resources in these areas.

Special Resources

Two campuses indicated that they had special resources available for meeting five of the 29 goals surveyed.

Goal		Campus	Resource
6	Gender free curriculum, testing and counseling materials	City	Guidelines for reviewing course materials
10	Equal access to and treatment in Apprenticeship programs	Harbor	Materials in Career Guidance Center
17	Gender free guidance and counseling	City	Materials on non-traditional careers
		Harbor	Career Guidance Center
19	Encouraging materials for minorities	City	Materials in languages other than English
		Harbor	Bilingual (Spanish) materials
25	Support services for women, especially minorities	City	Information on nontraditional employment

Special resources are also available from a number of other colleges and districts throughout the state. See Appendix 3 for the names of these colleges.

Table 3 presents (A) the total number of goals reported as achieved; (B) the total percentage of achievement, (C) the total number of goals reported as planning and action in progress; (D) the total number of goals reported as having no action; (E) the total number of requests for technical assistance; (F) the total number of indications of special resources available in the Los Angeles Community College District; and (G) the total number of goals marked not applicable for each college.

Limitations of the Study

Some data from the survey - which were not strictly numerical - became apparent as the narrative responses were studied and the survey was evaluated. The following qualitative observations represent an attempt to modify and explain some of the conclusions which might otherwise be drawn from a cursory glance at charts and numbers. These observations also limit the reliability of the study.

Design of the Survey

Many of the goal statements and interpretive questions contain several separate and distinct issues. For instance, Goal #4 is stated:

Each occupational course/program is available to females and males, and any imbalance in enrollments has been studied and continues to be monitored. Plans have been developed and implemented for programs with imbalanced enrollments to encourage enrollment and retention of students from the underrepresented gender.

Interpretive Questions - Have any appropriate curricular and programmatic changes been made, including adding support services? Is each program identified in the catalog as being available to females and males? Is there written evidence that enrollments have been studied to identify imbalance? Have plans to encourage males and females to enter and to complete nontraditional courses/programs been developed and implemented?

Goal #4 can be divided into five distinct sections:

a. Each occupational course/program is available to females and males.
b. Imbalances have been studied.
c. Imbalances continue to be monitored.
d. Plans have been developed.
e. Plans have been implemented.

Responding to the goal and interpretive questions as a single question resulted in a wide interpretation on the part of the respondents. Some indicated that they responded to only one part of the goal; others attempted to distinguish and respond to the subparts individually, while some

Table 3

*ACHIEVEMENT BY COLLEGE

	A Total # of Goals Reported Achieved	B % of Goals Reported Achieved	C % of Goals Reported as Planning and Action in Progress	D # of Goals Reported No Action to Date	E Total # of Requests for Technical Assistance	F Total # Special Resources Available	G Total # Goals Marked Not Applicable
City	17	59%	9	3	7	4	1
East	13	45%	14	1	1	0	1
Harbor	20	69%	7	3	0	3	1
Mission	14	48%	12	2	3	0	2
Pierce	21	72%	5	0	4	0	3
Southwest	20	69%	4	2	4	0	3
Trade Tech	14	48%	12	2	2	0	1
Valley	25	86%	3	0	0	0	1
West	12	42%	12	1	0	0	4

* Some totals may equal more than 29 since multiple responses were allowed.

The number of achieved goals ranged from 12 (42%) to 25 (86%). Caution must be exercised in using these data to compare the achievements of one college to another, for there is no indication that each college applied equal standards by which each goal was assessed. This table merely represents a summation of the data and a gross indication of the strides made by each college.

respondents grouped all components of the question into a global response. Processing the data demanded that the researcher interpret responses by considering impressions and experiences from three years of consulting activities with the LACCD colleges.

Some respondents chose to ignore certain subsections, while others struggled to respond to all the issues contained in the goal. One college, because it had addressed only one issue, might check "Goal Achieved," while another, which had attained 95% of the goal, marked "Progress in Action," because it had not met all the requirements of the goal. There were many instances in which checking "Planning and Action in Progress" or responding "Technical Assistance Requested" was a sign of strength rather than weakness. This observation affects reliability, and makes comparisons among the colleges inappropriate.

Survey Instructions and Directions

In 1979-80 the LACCD conducted a Vocational Education Sex Equity Needs Assessment. One of the results of that assessment was that each campus identified four imbalanced programs (Appendix 4). These programs were to be the focus of each campus' efforts to increase the recruitment, enrollment, retention, and placement of nontraditional students. A few colleges indicated an awareness of this focus; however, most made no mention of the targeted areas. It was not clear from the instructions included with the survey used in this study (California Community Colleges Campus Self-Assessment Sex Equity Survey of 1983) how the respondents were to measure compliance. Some campus responses seemed to be considering the imbalanced, target programs, and others appeared to be reporting efforts of the entire campus. All of the goals could be interpreted to be measured by either one or the other perspective. This observation again weakens the reliability of the survey.

Importance of Written Comments

Some campuses wrote extensive comments which served to document their efforts and give some depth and clarity to the responses. When no supporting evidence was presented in the survey, it was difficult to get an indication of the efforts a college has made in attempting to reach each goal. Examples were helpful in clarifying the process through which the campus is proceeding in attempting to meet the equity goals. When a college did not include clear,

written comments on the survey, meaningful evaluation and subsequent progress through the use of self-assessments seems impossible. Furthermore, when a college doesn't enumerate its process it fails not only to help itself in the self-evaluation process, but also fails to highlight those areas in which expertise may exist.

Retrieval of Sex Equity Documents

In large institutions it becomes very difficult to store and retrieve documents that provide "evidence of effort" toward mandated goals. For example, a copy of the Los Angeles Community College Vocational Education Sex Equity Need Assessment 1979/80 was not retrievable through the District Vocational Education Office at which campus Gender Equity Coordinators and other interested personnel could meet to form action plans on addressing equity goals.

Recommendations

Based on the analysis of the responses to the survey, the following recommendations are made. The suggested implementation of each recommendation is identified as a district level recommendation or an individual campus level recommendation.

1. A retrievable copy of the LACCD Vocational Sex Equity Needs Assessment 1979-80 (and other important documentary needs to verify equity efforts) should be placed on file at the District Office.

2. Follow-up should occur to determine that individual campuses are aware of and working toward imbalances identified in the 1979-80 LACCD Vocational Education Sex Equity Needs Assessment (Appendix 4). If enrollment patterns have improved, each campus may wish to select alternative, imbalanced programs that are serving less than 20% - 80% nontraditional students.

3. District vocational education personnel should take a leadership role in providing resources. As documents regarding sex equity efforts are prepared it will become increasingly necessary to maintain and retrieve information of a historical/developmental nature.

4. Regarding Goal #2, Goal #9, Goal #11, Goal #16, and Goal #24, follow-up should occur on responses marked NA (not applicable), to assure that campuses understand their responsibilities to these goals.

5. Regarding Goal #3, follow-up should take place to assure that Southwest and Trade Tech campuses have formally appointed a Title IX Officer.

6. Regarding Goal #4, District resources/systems should be implemented to assist colleges in establishing computerized systems to monitor female and male enrollment, retention, and completion in individual classes and in programs.

7. Regarding Goal #14, there is a high level of agreement at all LACCD colleges that inservice activities are needed for correcting sex bias, stereotyping and discrimination. However, the LACCD appears to be moving more slowly toward achieving this goal than colleges statewide. Broadening inservice activities to include the faculty has proved to be a "thorny" issue for the LACCD campuses, and continuing activities are necessary. The active and effective participation by LACCD Sex Equity personnel was under-reported on the surveys but may provide an under-utilized resource. This small group of trained personnel exists within the District, and a coordinated, system-wide plan needs to be formulated to utilize the skills of this group. It also appears that little progress will be made on this goal unless there is significant administrative leadership.

8. Regarding Goal #15 and Goal #16, District/Statewide/National channels should be made available to recruit nontraditional instructors in fields that currently have a limited pool of nontraditional instructors. At this time, economic constraints may preclude large efforts to establish balanced hiring. When such decisions are made, however, affirmative action goals should be rigorously pursued.

9. Regarding Goal #29, only four campuses report the development of a written Campus Gender Equity Plan. This is a required document for the Office of Civil Rights review process and a necessary step in effective planning. All campuses are advised to prepare a written plan based on the Self-Assessment Survey that they have already completed and which is the basis of these recommendations. All campuses should review and update campus plans on an annual basis. The District personnel should take a leadership role in requesting and storing these documents.

Campus Level

10. Regarding Goal #2, plans should be made to assess student and employee awareness of the grievance procedure at the applicable campuses.

11. Regarding Goal #8, Pierce and West report that this goal is not applicable to the campus; however, each college is advised to review its enrollments and retention in the Child Development courses.

12. Regarding Goal #10, since Trade Tech is the campus of record for Apprenticeship courses, it is recommended that the administrator of that program assume the leadership role for counseling, recruitment, and reporting of progress for this activity.

Further, the response "goal achieved" from Valley may be inappropriate, and the Gender Equity personnel from that campus may wish to review the response to Goal #10 (see discussion in the section of this report titled "Interpretation of Not Applicable Responses," p. 33).

13. Regarding Goal #11, even though Southwest reports a minimal number of campus-sponsored student occupational organizations, each existing organization should meet the guidelines of Goal #11.

14. Regarding Goal #12, it would appear that sufficient resources are already available within the LACCD to conduct some level of student surveys. Efforts should be made to coordinate and utilize data from Office of Research personnel, accreditation officers, admissions departments, placement officers, or other concerned persons who regularly conduct student surveys.

15. Regarding Goal #13, only four campuses have included a representative number of women and men on local advisory committees. The lack of accomplishment on the part of the colleges is inordinately high when considering the availability of community resources in the Los Angeles area. This is exacerbated when combined with the fact that improvement in the composition of advisory committees requires no additional expenditure of funds. In a time when colleges are trying to expand support from their communities, it seems particularly unwise to ignore the value of expanded participation of populations which have historically been excluded from college involvement.

16. Regarding Goal #16, City, Mission, Pierce, and Southwest indicate that they have successfully increased the number of non-traditional instructors. This accomplishment may not be maintained when proposed reduction in work force action is completed. This goal will need to be more carefully reviewed in the 1984-85 Self-Assessment. Valley may wish to review its response for a more accurate assessment and should include an expanded narrative statement.

17. Regarding Goal #17, East is encouraged to review the special resources for counseling reported at City and Harbor. Many of the ongoing counseling activities can be expanded to address equity issues with very little additional time, training, and energy.

18. Regarding Goal #19, Pierce is advised to utilize the Special Resources available at City, Harbor, American River College, Skyline College, and College of Siskiyous.

19. Regarding Goal #22, East is encouraged to utilize the work experience program for referrals to their nontraditional programs. This strategy has proven to be highly effective at Pierce and other colleges. Already enrolled students have been the most successful pool for recruitment into nontraditional occupational programs. Such students are already highly satisfied with the college and are often simply seeking a better career field.

20. Regarding Goal #24, since the LACCD received and expended funds designated to serve the needs of displaced homemakers, a response of "no action" or "not applicable" is surprising (and probably inaccurate). Vocational "set-asides" are available for each campus, and immediate action by each college is recommended for the next academic year. This goal is mandated by the State Five Year Plan, and this population must be served regardless of the acceptance of additional, set-aside funding.

21. Regarding Goal #25, each campus should apply to the District Vocational Education Office for funding during the next academic year. Continued effort should bring the campuses up to a higher level of accomplishment in the next few years.

22. Survey responses indicate that most colleges are underutilizing community resources. Sex Equity personnel may wish to coordinate their efforts to complement campus activities with the numerous community

agencies serving the targeted groups. Efforts to meet this goal may be combined with campus plans to expand local advisory committees. Continued effort is needed in this area.

23. All the colleges should continue the excellent planning and implementation efforts directed toward Sex Equity goals in which they have reported ongoing action and maintenance activities.

Recommendations for Revision of the Survey Design

The following recommendations are offered for the preparation of future self-assessment surveys:

1. Each goal and interpretive statement should be divided into discrete statements that address each issue or topic individually.

2. When appropriate, the directions should include a description of the particular reporting area the respondent is to consider (e.g., targeted vocational education programs, all vocational education programs, or all courses taught at the college).

3. Instructions should indicate that some evidence must be cited to indicate how goals are being met on each campus.

Conclusion

The data collected from this survey, along with other sex equity resource materials (particularly the work of Rubenstien and Sillman, 1979; and Rookstool and Thorpe, 1983), enable the following conclusions to be drawn:

1. It has been clarified that sex equity involves many target populations - students, teachers, counselors, college staff, administrators, board members, community advisory groups, and State and Federal agencies.

2. There have been obvious changes in attitudes and awareness of the harmful effects of sexism.

3. Focused, campus-level activities have resulted in increased and improved services to nontraditional students.

4. Sexual Harassment Policies have been developed and adopted by the LACCD Board. These policies have been widely distributed on the local campuses.

5. A systematic self-evaluation system and a network of trained, campus-based personnel have been established. Ongoing efforts to maintain these resources will be necessary.

6. Untapped resources are available which can be utilized to continue to address the important issue of sex equity.

APPENDICES

Appendix

1 SEX EQUITY SURVEY

2 IDENTIFICATION OF PERSONS RESPONSIBLE FOR EACH OF 29 SEX EQUITY GOALS

3 STATEWIDE COLLEGES INDICATING SPECIAL RESOURCES

4 IDENTIFIED IMBALANCED PROGRAMS LACCD

5 REFERENCES

Appendix 1

SEX EQUITY SURVEY

CALIFORNIA COMMUNITY COLLEGES
CAMPUS SELF-ASSESSMENT
SEX EQUITY SURVEY 1982-1983

Consolidated Evaluation Report
Phase II (1982-1983)
Form CCOE-80 (Rev. 10/82)

District_____College_____

THE PURPOSE OF THIS SURVEY IS TO COLLECT INFORMATION WHICH WILL BETTER ENABLE THE COMMUNITY COLLEGE CHANCELLOR'S OFFICE AND EACH COMMUNITY COLLEGE TO DEVELOP/UPDATE STATE AND LOCAL PRIORITIES AND PLANS THAT ADDRESS GENDER EQUITY IN VOCATIONAL EDUCATION PROGRAMS AND SERVICES.

This survey has five major objectives:

1. To enable each college to review its efforts to comply with the federal and state regulations which affect sex equity in vocational education and to further evaluate the colleges' efforts to address the spirit of the law.

2. To assess the effectiveness of campus efforts to attract and serve students in a manner that is free from gender discrimination, bias and stereotyping, in vocational education programs and services, and that affords equal access with comparable benefits to both women and men.

3. To develop/update Campus Equity Plans to include items on this survey where any necessary remediation or additional effort is indicated.

4. To collect necessary data required by the California Community Colleges Chancellor's Office to comply with state/federal regulations and to formulate priorities for allocations of special project funding.

5. To help other colleges locate special resources (people, programs, strategies) that can be utilized to address the important issue of sex equity.

DIRECTIONS:

A. The person responsible for preparing this sex equity survey should work cooperatively with selected vocational educators who collectively have firsthand knowledge of the following areas: Organization-Administration, Staffing-Staff Development, Instruction, Guidance and Counseling and other support services. The names and titles of these respondents should be attached to the completed survey.

B. Each question has three parts:

   1. A goal statement which corresponds to state/federal guidelines and the college's own plan.

   2. Interpretative questions which may be used to determine an accurate evaluation of the college process toward the stated goal.

   3. A comments section to include clarifying statements and names/titles of campus personnel who are responsible for corresponding activities to meet the goal. Please include anticipated date of action (when applicable).

C. Rating system:

   For each goal, check the appropriate column.

   (1) - GOAL ACHIEVED/ONGOING MAINTENANCE

   (2) - PLANNING/ACTION IN PROGRESS

   (3) - NO ACTION TO DATE

   * Check the column (TA) if technical assistance is being requested

* Check the column (SR) is special resources, i.e., materials about or descriptions of programs/procedures/practices, are available at the campus relative to this issue. Please use the "comments" section to elaborate (e.g., name, address, and telephone number of a contact person).

* Check the column (NA) if the goal is not applicable (explain).

Note: It is anticipated that each college will have a range of responses. This survey includes goals and objectives found in the 1983-87 State Five Year Plan.

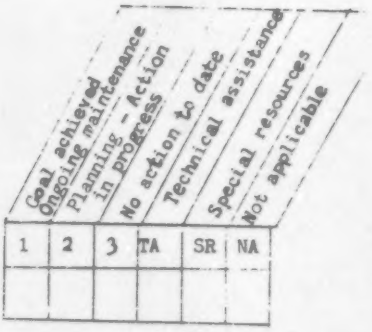
D. DATE DUE: June 1, 1983

* Mail one copy to your Community College - Plan to Achieve Gender Equity (CC-PAGE) Regional Consultant

Respondent's Name	Signature	Title	Phone

CALIFORNIA COMMUNITY COLLEGES
CAMPUS SELF-ASSESSMENT
SEX EQUITY SURVEY 1982-1983

College: _____



1. GOAL:

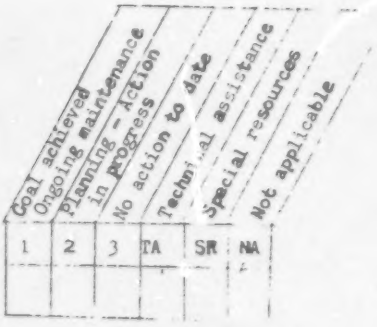
The district's nondiscrimination policy, which includes nondiscrimination on the basis of sex, is periodically disseminated to staff, students, and the general public.

Interpretive Questions

Does the policy that covers nondiscrimination on the basis of sex appear in the student/staff handbooks, and in the public press or in other widely circulated announcements? Are samples of these announcements available at the college?

Person(s) responsible _____

Anticipated date of action _____



2. GOAL:

Students and employees are aware of a grievance process to redress sex discrimination. Grievance procedures have been developed or existing procedures reviewed/modified to accommodate the uniquely sensitive nature of sexual harassment complaints.

Interpretive Questions

Has information on grievance procedures been disseminated to all students and all employees in occupational educations? Do the employee/student surveys or other data indicate that students and staff are aware of these procedures? Have existing grievance procedures been reviewed in an effort to determine their effectiveness in resolving sexual harassment issues? When indicated, have appropriate changes been made or a separate procedure been developed?

Person(s) responsible _____

Anticipated date of action _____

Comments:

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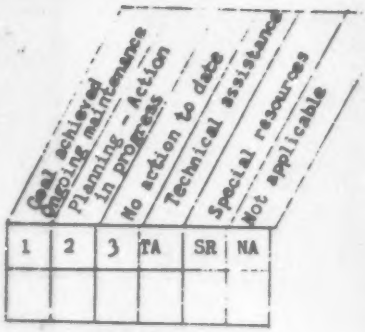
College: _____



3. GOAL:

The self-evaluation required by Title IX has been conducted and placed on file, and the person responsible for Title IX implementation has been designated.

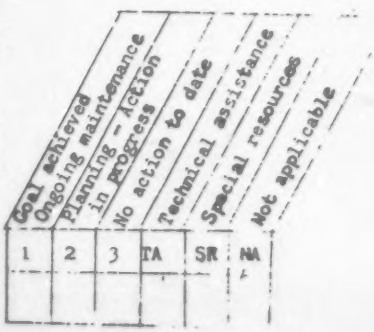
Interpretive Questions

Has the Title IX self-evaluation been completed and filed at the College/District level and at the appropriate state agencies? Has a person been designated and been given support/resources for implementation of Title IX activities?

Person(s) responsible _____

Anticipated date of action _____

Comments:



4. GOAL:

Each occupational course/program is available to females and males, and any imbalance in enrollments has been studied and continues to be monitored. Plans have been developed and implemented for programs with imbalanced enrollments to encourage enrollment and retention of students from the underrepresented gender.

Interpretive Questions

Have any appropriate curricular and programmatic changes been made, including adding support services? Is each program identified in the catalog as being available to females and males? Is there written evidence that enrollments have been studied to identify imbalance? Have plans to encourage males and females to enter and to complete non-traditional courses/programs been developed and implemented.

Person(s) responsible _____

Anticipated date of action _____

Comments:

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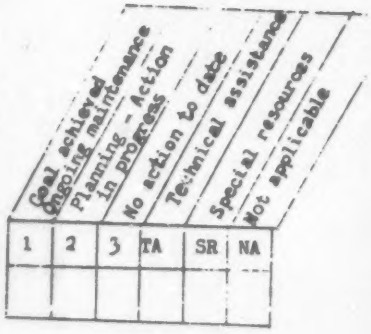
College: _____



5. GOAL:

Requirements for entry into specific vocational courses do not include prerequisites that are related to gender. Remediation services are available to assist nontraditional students to meet minimal program prerequisites.

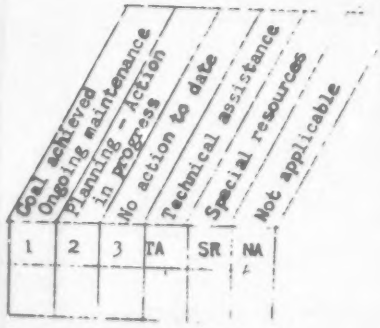
Interpretive Questions

Have all prerequisites been reviewed to assure that they are bias-free, and any appropriate revisions made? Are special classes and/or tutoring services provided to assist nontraditional students to meet entry requirements?

Person(s) responsible _____

Anticipated date of action _____

Comments:



6. GOAL:

Vocational curriculum, testing, and counseling materials are free from gender bias and stereotyping.

Interpretive Questions

Has a review of the occupational education curriculum been conducted to assure that it is free from biased language, stereotypical illustrations, or differential requirements? Have testing, counseling materials and practices been reviewed (and revised, if applicable) to assure that they are free from gender bias, stereotyping or differential norms for men and women?

Person(s) responsible _____

Anticipated date of action _____

Comments:

BEST COPY

College: _____

Goal achieved	Ongoing maintenance	Planning - Action in progress	No action to date	Technical assistance	Special resources	Not applicable
1	2	3	TA	SR	NA	

7. GOAL:

The college has a commitment to assure that any cutbacks in staff services, courses or programs will have a comparable impact on men and women.

Interpretive Questions

If cuts have been made, has the impact been comparable for males and females? Have courses, programs or services that have been reduced or eliminated resulted in a disproportionate impact on one gender? Has the impact of any staff reductions had a comparable impact on men and women?

Person(s) responsible _____

Anticipated date of action _____

Comments:

Goal achieved	Ongoing maintenance	Planning - Action in progress	No action to date	Technical assistance	Special resources	Not applicable
1	2	3	TA	SR	NA	

8. GOAL:

All courses related to or identified as consumer and homemaking education encourage participation of both males and females to prepare for combining the role of homemaker and wage earner.

Interpretive Questions

Are all curriculum, facilities and environment of consumer/home economics programs designed to encourage the enrollment and retention of men?

Person(s) responsible _____

Anticipated date of action _____

Comments:

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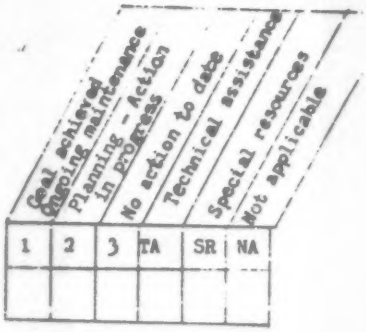
College: _____



9. GOAL:

Consumer homemaking curriculum materials reflect the increased numbers of women working outside the home, and the increased number of men assuming homemaking responsibilities.

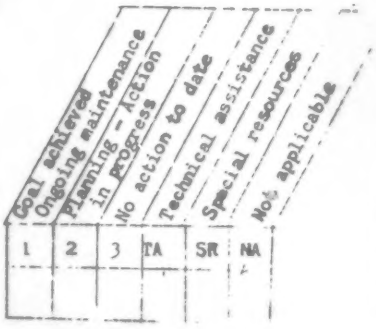
Interpretive Questions

Is there evidence that the consumer homemaking curriculum materials (texts, tests, lectures, tapes, films) recognize and reinforce efforts to eliminate sex discrimination? Do texts and materials include updated information to depict females in the work world and males assuming homemaking roles?

Person(s) responsible _____

Anticipated date of action _____

Comments:



10. GOAL:

Men and women will have equal access to and will receive comparable treatment in apprenticeship programs. Women are encouraged to consider apprenticeship programs through counseling, promotional materials and activities.

Interpretive Questions

Have the policies and practices relative to apprenticeship programs been examined to assure equal access for men and women? Were any barriers or disparities identified? If so, have remedies been developed and implemented? Have special programs been developed to encourage women to consider apprenticeship programs?

Person(s) responsible _____

Anticipated date of action _____

Comments:

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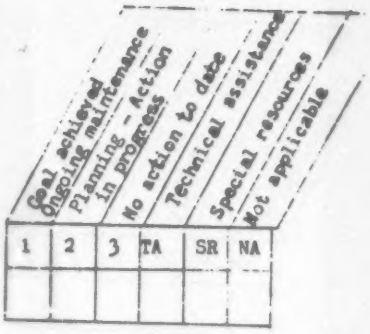
College: _____



11. GOAL:

Both females and males have equal access to each occupational student organization sponsored by the school, and materials used by such organizations are free of sex bias.

Interpretive Questions

Have student occupational organizations, with memberships that are single-sex or predominantly one gender, encouraged increased participation by members of the underrepresented gender? Are there written plans and/or minutes to document these efforts?

Person(s) responsible _____

Anticipated date of action _____

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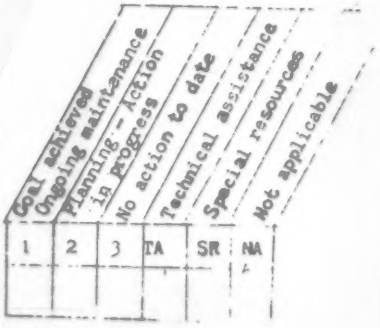

12. GOAL:

The vocational staff and students have been surveyed in order to identify any remaining instances of sex discrimination, bias, or stereotyping which may inhibit equal access to any program or service.

The administration has taken any necessary steps to assure that facilities in all vocational education areas are comparable for men and women (i.e., rest rooms, lockers, and shower facilities).

Interpretive Questions

Is there documentation that the staff and students have been encouraged to submit information regarding any remaining sex discrimination, bias or stereotyping which may inhibit equal access and vocational programs and services? Are all special facilities comparable and equally accessible to males and females? Is the educational environment free of materials, i.e., posters, displays, etc. which tend to perpetuate stereotypes?

Person(s) responsible _____

Anticipated date of action _____

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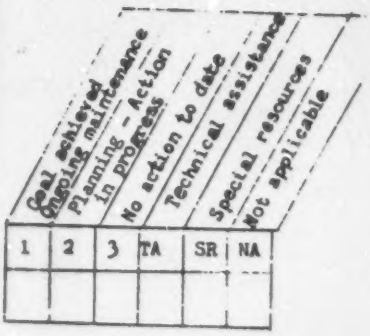
College: _____



13. GOAL:

Local Advisory Committees include a representative number of women and men who are sensitive to the needs of all students regardless of gender, and appropriate representation of the racial and ethnic minorities found in the region it serves.

Interpretive Questions

Is there documentation that all Advisory Committees have an equitable representation of men and women, and that they reflect the percentage of racial and ethnic minorities indicated by the census data for the region served by the college? If not, have systematic efforts been made to increase the memberships of the underrepresented group? Do the minutes of meetings indicate that committee members are being made aware of equity issues?

Person(s) responsible _____

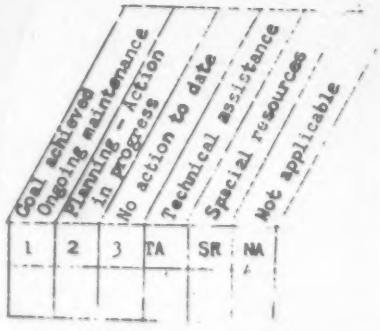
Anticipated date of action _____

Comments:

14. GOAL:

The vocational staff has participated in activities such as workshops, inservice programs, and conferences to assist them in identifying and correcting any sex bias, stereotyping and discrimination.

Plans have been made to continue gender equity in-services, and special encouragement to attend will be given to those who have had no equity training. Board members have been invited to attend these programs?



Interpretive Questions:

Is there evidence that all the occupational education instructors, counseling and placement, and other support staff have had an opportunity to participate in workshops, etc. related to sex-fairness? Is there documentation that a minimum of one representative from each major instructional area, counseling and placement staff has received such inservice? Is in-service planned for the current year for members of the vocational education staff, particularly those who have not previously participated in equity training programs? Have board members been invited to attend equity training activities?

Person(s) responsible _____

Anticipated date of action _____

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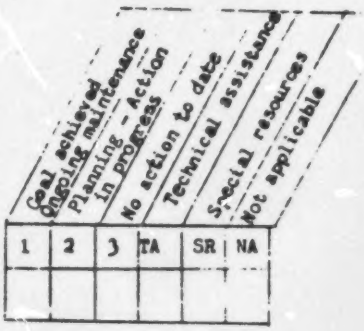
College: _____



15. GOAL

An effective recruitment and hiring program has resulted in an equal representation of men and women in vocational education instruction, guidance, and administration.

Interpretive Questions

Do current employment statistics indicate a balance in the number of men and women in vocational education instruction, guidance and administration? If not, is there documented evidence that recruitment practices, coupled with a written plan and board-approved policies, have effectively minimized gender imbalance in vocational education staffing patterns?

Person(s) responsible _____

Anticipated date of action _____

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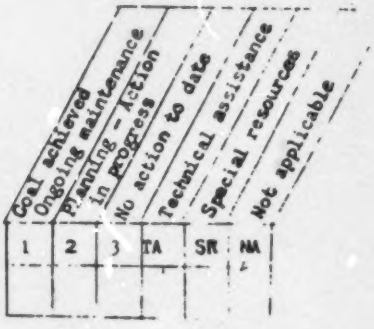

16. GOAL:

Priority has been given to the increase of the number of nontraditional instructors hired for vocational education training programs, in order to provide supportive role models for students who are enrolled in programs nontraditional for their gender.

Interpretive Questions

Have hiring practices resulted in hiring instructors who teach in areas nontraditional for their gender? Do all job descriptions clearly indicate that they are open to both genders? Have any special efforts been made to recruit instructors to teach courses that are nontraditional for their gender?

Person(s) responsible _____

Anticipated date of action _____

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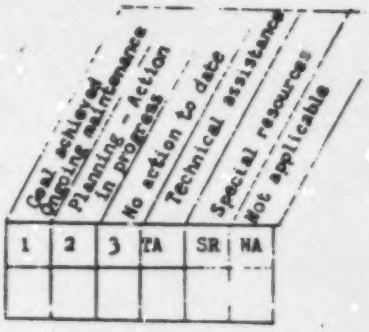
College: _____



17. GOAL

Guidance and counseling are provided to students to encourage them to consider all programs of study and make choices based on interest and talents rather than their sex.

Interpretive Questions

Does the guidance and counseling program and center include supplementary materials that increase student awareness of sex bias? Do counseling materials/practices assist students to overcome any internalized barriers that would prevent them from considering non-traditional as well as traditional vocational options?

Person(s) responsible _____

Anticipated date of action _____

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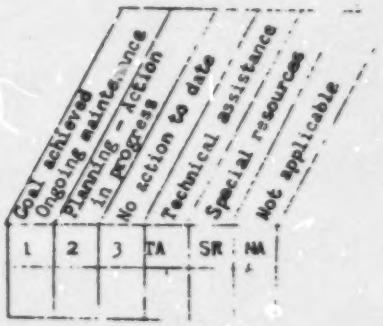

18. GOAL:

All materials in the career centers have been reviewed for sex equity, and materials are free of sex and racial bias.

Interpretive Questions

Have all the materials related to career counseling and testing in career centers been reviewed for sex fairness? Have biased materials been identified and phased out? Is there a plan for perpetual review of incoming materials?

Person(s) responsible _____

Anticipated date of action _____

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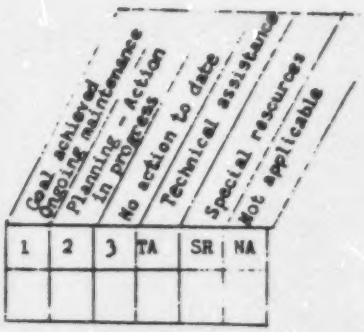
College: _____



19. GOAL

Culturally relevant materials that encourage minority youth to broaden their occupational aspirations regardless of gender are used in career centers and other places.

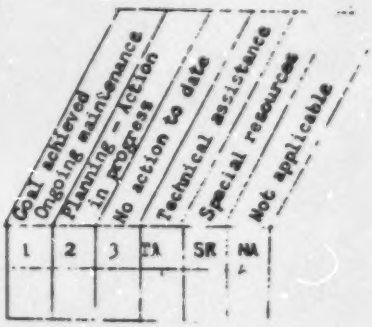
Interpretive Questions

Do career centers, satellite libraries, or main libraries offer audio-visual and written materials in languages other than English? Are these materials reviewed and modified to encourage minorities to broaden their occupational aspirations? Is there a plan providing for continuing review of incoming materials?

Person(s) responsible _____

Anticipated date of action _____

Comments:



20. GOAL:

Career and work experience referrals and placements arranged by the college are not assigned on the basis of sex.

Interpretive Questions

Are job assignments based on factors other than gender? Is notification that assignments cannot be made on the basis of sex given to all employers/ unions cooperating with the placement program?

Person(s) responsible _____

Anticipated date of action _____

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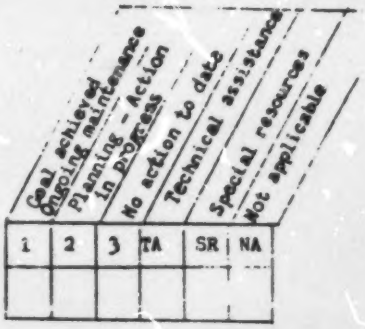
College: _____



21. GOAL

Cooperative arrangements between the local educational agency and employers of students (in work experience, cooperative vocational education, apprenticeships, and all other student placements) are made only with employers who do not discriminate on the basis of sex.

Interpretive Questions

Are there assurances on file that each employer provides equal opportunity employment? Is there written evidence that the college has developed and implemented a monitoring system to determine whether students encounter any discrimination or sexual harassment on the job?

Person(s) responsible _____

Anticipated date of action _____

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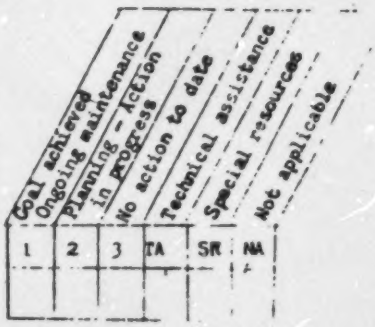

22. GOAL:

Work experience activities that show promise in attracting men and women into nontraditional occupations have been implemented, and other programs are being implemented to place men and women into nontraditional occupations. All students enrolled in vocational education programs have an opportunity to be placed in work experience for at least one quarter/semester.

Interpretive Questions

Are specially designed work experiences part of the regular career program and/or the support services for women? Are special courses or specially designated units of existing courses offered to both males and females which will better enable students to succeed in nontraditional occupations? Do all students, traditional and nontraditional, have an opportunity to participate in work experience for at least one semester/quarter?

Person(s) responsible _____

Anticipated date of action _____

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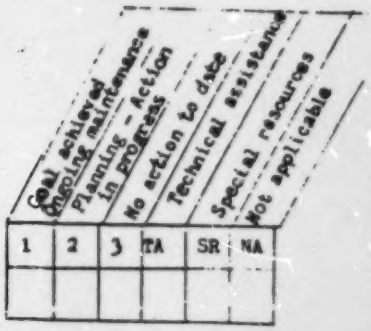
College: _____



23. GOAL

The placement rate for nontraditional students is equal to the placement rate of students seeking jobs that are traditional for their gender. (Indicate whether the college has a career placement program.)

Interpretive Questions

Are documents detailing all enrollment in courses, completion data, and placement data by sex available for review? Do they show a comparable placement rate for students completing nontraditional and traditional programs? If not, have special efforts been made to develop non-traditional job opportunities?

Person(s) responsible _____

Anticipated date of action _____

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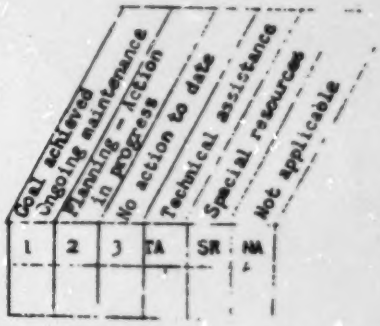

24. GOAL:

The college has provided programs and services which meet the needs of displaced homemakers and other special groups seeking employment. An effective recordkeeping system has been developed to document use of VEA funds for displaced homemakers and other special groups described in Section 120 (b) (1) (L) of the Act.

Interpretive Questions

Have the needs of displaced homemakers been assessed, either by means of local survey or by review of the data published in A Statistical Report on the Status of Displaced Homemakers in California, 1982? Have services for these persons been implemented? Do they include special vocational counseling, educational programs, and job placement services? Is the person assigned responsibility for displaced homemaker services a member of the certificated staff? Have accurate records been kept to document VEA expenditures for persons described in Section 120 (b) (1) (L) of the Act?

Person(s) responsible _____

Anticipated date of action _____

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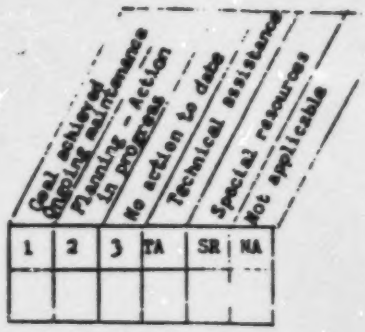
College: _____



25. GOAL

Support services for women who are enrolled in, or who are interested in enrolling in, programs designed to prepare them for nontraditional employment have been implemented, with a particular emphasis on the needs of minority females.

Interpretive Questions

Has the administration provided leadership, qualified personnel, and financial resources for the development and implementation of support services for women preparing for nontraditional occupations? Do the services include any or all of the following: special counseling, class on seeking employment, job development, job follow-up? Have these services been designed to serve the special needs of minority women? Has an accurate recordkeeping system been developed and maintained to document VEA expenditures for support services for women?

Person(s) responsible _____

Anticipated date of action _____

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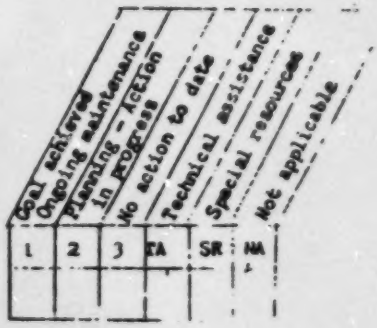

26. GOAL:

Information has been disseminated to faculty on available child care services. This information has also been disseminated to students. Child care services are adequate to fill the needs of students who require such services. Efforts have been made to expand/implement this service if there are unmet needs.

Interpretive Questions

Have all faculty and students received information concerning available child care services both on and off campus? If no child care services exist, or they are limited, have steps been taken to explore funding sources to develop adequate day care services?

Person(s) responsible _____

Anticipated date of action _____

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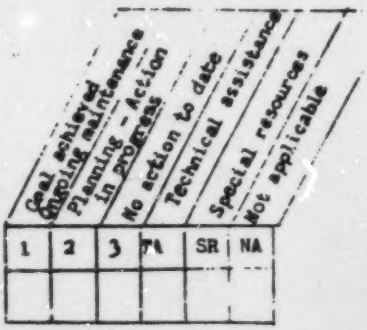
College: _____



27. GOAL

Organizations, agencies, educational institutions, projects and human resources that have addressed the special needs of displaced homemakers and the entry of women and men into nontraditional occupations (especially women into the apprenticeship trades) have been identified. Cooperation with these agencies has been initiated.

Interpretive Questions

Has communication and cooperation been established with organizations, agencies and projects that have a special interest in and special resources for re-entry women, displaced homemakers, minority women, or persons entering nontraditional occupations, including women in apprenticeships?

Person(s) responsible _____

Anticipated date of action _____

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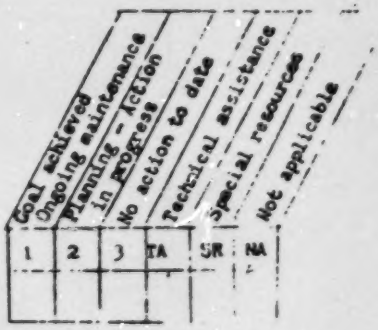

28. GOAL:

Male and female students receive comparable benefits from the college's financial aid programs.

Interpretive Questions

Do records show that financial aids from all sources, to include grants, loans, and scholarships provide comparable benefits for men and women?

Person(s) responsible _____

Anticipated date of action _____

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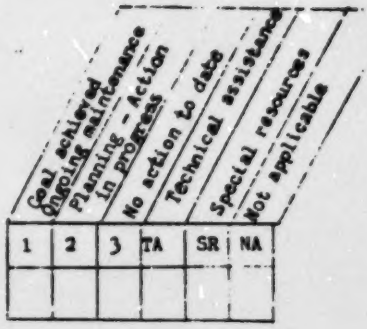
College: _____



29. GOAL

The college has developed a Campus Gender Equity Plan.

Interpretive Questions

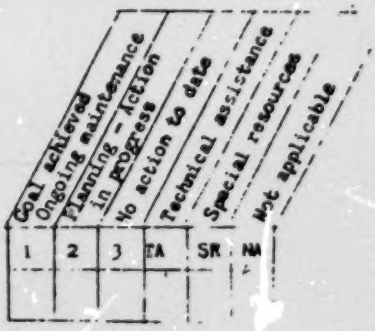
Does the Campus Gender Equity Plan include all items on this survey marked (2) planning/action in progress, and (3) no action to date? If there are items on the college's Title IX self-evaluation relative to vocational education that need remediation, have they been included in the Campus Plan? Has the Plan been developed to include gender equity goals and objectives which indicate a commitment to gender equity beyond minimal compliance? Is there a description of anticipated actions, a time line, and a listing of persons responsible for each item?

Person(s) responsible _____

Anticipated date of action _____

Comments:

GOAL:



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APPENDIX 2

LOS ANGELES COMMUNITY COLLEGE DISTRICT

* IDENTIFICATION OF PERSONS RESPONSIBLE FOR EACH OF 29 SEX EQUITY GOALS

CAMPUS SELF-ASSESSMENT

JUNE 1983

*INDIVIDUALS IDENTIFIED BY THE CAMPUSES ARE LISTED EXACTLY AS REPORTED. NO EFFORT HAS BEEN MADE TO VERIFY OR UPDATE THIS INFORMATION

Carol Rookstool

October 1984

GOAL 1 - Persons Responsible

The district's nondiscrimination policy, which includes non-discrimination on the basis of sex, is periodically disseminated to staff, students, and the general public.

CITY	Ed Mitchell - Affirmative Action Coordinator
EAST	Esther Renteria
HARBOR	Frank Quiambao, Assist. Dean of Student Services Ernestine Palmer, Acting Director, LACCD Office of Affirmative Action
MISSION	Lewis Riggs, Public Information Officer
PIERCE	Director of Gender Equity Jan Goodman
SOUTHWEST	Charles Miller, Asst. Dean, Administrative Services
TRADE-TECH.	Diane Lucero
VALLEY	Betsy Hornung
WEST	Robert Williams

GOAL 2 - Persons responsible

Students and employees are aware of a grievance process to redress sex discrimination. Grievance procedures have been developed or existing procedures reviewed/modified to accommodate the uniquely sensitive nature of sexual harassment complaints.

CITY	Maria Lyons - Campus Ombudsperson
EAST	Stanley Viltz
HARBOR	Frank Quiambao, LAHC Ernestine Palmer, District Office
MISSION	Tyree Wieder, Gender Equity Coordinator Gwen Walker, Ombudsman Chuck Dirks, AFT Representative
PIERCE	Director of Gender Equity Jan Goodman
SOUTHWEST	Charles Miller, Asst. Dean, Administrative Services
TRADE-TECH.	Eve Madigan
VALLEY	Betsy Hornung
WEST	Charles Brown

GOAL 3 - Persons responsible

The self-evaluation required by Title IX has been conducted and placed on file, and the person responsible for Title IX implementation has been designated.

CITY	Ed Mitchell, Affirmative Action Officer
EAST	Roberto Zuniga
HARBOR	Frank Quiambao, Asst. Dean, Student Services Mary Stanley, Vocational Education Coordinator
MISSION	Tyree Wieder, Gender Equity Coordinator
PIERCE	Jan Goodman
SOUTHWEST	Lola Harris, Gender Equity Coordinator
TRADE-TECH.	Ned Doffoney
VALLEY	Betsy Hornung
WEST	Charles Brown

GOAL 4 - Persons Responsible

Each occupational course/program is available to females and males, and any imbalance in enrollments has been studied and continues to be monitored. Plans have been developed and implemented for programs with imbalanced enrollments to encourage enrollment and retention of students from the underrepresented gender.

CITY	Leige Henderson - Gender Sex Equity Coordinator
EAST	Olga Dominguez-Gary Stanley Viltz
HARBOR	Mary Stanley, Coordinator, Vocational Education
MISSION	Carlos Nava, Dean of Occupational Education
PIERCE	Director of Gender Equity
SOUTHWEST	Donovan Davis, Acting Coordinator, Instruction
TRADE-TECH	Thomas Lakin
VALLEY	Betsy Hornung
WEST	Alvin Gorenbein

GOAL 5 - Persons Responsible

Requirements for entry into specific vocational courses do not include prerequisites that are related to gender. Remediation services are available to assist nontraditional students to meet minimal program prerequisites.

CITY	Leige Henderson L. A. Cade-Wilson, Counseling Dept. Chairperson
EAST	Stanley Viltz Vera Diaz
HARBOR	Office of Instruction Vocational Education Office
MISSION	Raul Cardoza, Council of Instruction Penny Jarecke, Tutoring
PIERCE	Director of Gender Equity
SOUTHWEST	Donovan Davis, Acting Coordinator, Instruction
TRADE-TECH.	Thomas Lakin
VALLEY	Frank Fisher
WEST	Robert Williams

GOAL 6 - Persons Responsible

Vocational curriculum, testing, and counseling materials are free from gender bias and stereotyping.

CITY	L. A. Cade-Wilson Dr. Don Wilson, VEA Coordinator
EAST	Carmen Estrada Olga Dominguez-Gary Stanley Viltz
HARBOR	Jesse Flores, Chairperson, Counseling
MISSION	Irving Weinstein, Dean of Counseling Carlos Nava, Dean of Occupational Education
PIERCE	Director of Gender Equity
SOUTHWEST	Lola Harris, Gender Equity Coordinator
TRADE-TECH.	Thomas Lakin R. Garay
VALLEY	Frank Fisher
WEST	Katherine Mancusi Paul Zolner

GOAL 7 - Persons Responsible

The college has a commitment to assure that any cutbacks in staff services, courses or programs will have a comparable impact on men and women.

CITY	Dr. Stella Feuer. President Dorothy Hata, Dean, Student Services
EAST	Arthur D. Avila Noel Korn
HARBOR	Mary Stanley, Coordinator, Vocational Education
MISSION	Ruth Rada, Affirmative Action Representative
PIERCE	Don Love
SOUTHWEST	Arthur Cherdack, Dean of Instruction
TRADE-TECH.	Presidert Stevens
VALLEY	Betsy Hornung
WEST	M. J. Fujimoto

GOAL 8 - Persons Responsible

All courses related to or identified as consumer and homemaking education encourage participation of both males and females to prepare for combining the role of homemaker and wage earner.

CITY	Corine Williams, Family & Consumer St. Chairperson
EAST	Margaret Ozuna Renee Martinez
HARBOR	Jack Thomas, Chair, Division of Science, Family and Consumer Science
MISSION	Eloise Martinson, Lead Instructor, Family & Consumer Studies Carlos Nava, Dean of Occupational Education
PIERCE	
SOUTHWEST	Regene Mitchell, Consumer Education Instructor
TRADE-TECH.	Lloyd Crane Sharon Tate
VALLEY	Louise Dean
WEST	

GOAL 9 - Persons Responsible

Consumer homemaking curriculum materials reflect the increased numbers of women working outside the home, and the increased number of men assuming homemaking responsibilities.

CITY	Corine Williams, Family & Consumer St. Chairperson
EAST	Margaret Ozuna Renee Martinez
HARBOR	Jack Thomas, Chair, Division of Science, Family and Consumer Studies
MISSION	Eloise Martinson, Lead Instructor, Family & Consumer Studies
PIERCE	Gender Equity Director
SOUTHWEST	Regene Mitchell, Consumer Education Instructor
TRADE-TECH.	Lloyd Crane Sharon Tate
VALLEY	Louise Dean
WEST	

GOAL 10 - Persons Responsible

Men and women will have equal access to and will receive comparable treatment in apprenticeship programs. Women are encouraged to consider apprenticeship programs through counseling, promotional materials and activities.

CITY	Leige Henderson Jose Ruiz, Student Employment Coordinator
EAST	
HARBOR	Mary Stanley, Vocational Education Coordinator Jesse Flores, Chairperson, Counseling Department
MISSION	
PIERCE	
SOUTHWEST	Donovan Davis, Acting Coordinator, Instruction
TRADE-TECH.	Ron Parker
VALLEY	Lynn Lomen
WEST	

GOAL 11 - Persons Responsible

Both females and males have equal access to each occupational student organization sponsored by the school, and materials used by such organizations are free of sex bias.

CITY	Maria Lyons, Student Affairs Coordinator
EAST	Larry Rozadilla
HARBOR	Vocational Education and Student Affairs Offices
MISSION	
PIERCE	Don Love
SOUTHWEST	Donovan Davis, Acting Coordinator, Instruction
TRADE-TECH.	
VALLEY	Pauline Merry
WEST	Herman Bacchus

GOAL 12 - Persons Responsible

The vocational staff and students have been surveyed in order to identify any remaining instances of sex discrimination, bias, or stereotyping which may inhibit equal access to any program or service.

The administration has taken any necessary steps to assure that facilities in all vocational education areas are comparable for men and women (i.e., rest rooms, lockers, and shower facilities).

CITY	Leige Henderson Dr. Don Wilson, VEA Coordinator
EAST	Olga Dominguez-Gary Stanley Viltz
HARBOR	Del Anderson, Dean of Student Services
MISSION	Carlos Nava, Dean of Occupational Education Marilyn Urmston, Dean of Administrative Services
PIERCE	Don Love Director of Gender Equity
SOUTHWEST	Lola Harris, Gender Equity Coordinator
TRADE-TECH.	Eve Madigan Lou Salce
VALLEY	Frances Hardy
WEST	Alvin Gorenbein Bernard Ancheta

GOAL 13 - Persons Responsible

Local Advisory Committees include a representative number of women and men who are sensitive to the needs of all students regardless of gender, and appropriate representation of the racial and ethnic minorities found in the region it serves.

CITY	Leige Henderson, Gender Sex Equity Coordinator
EAST	Stanley Viltz
HARBOR	Coordinator of Vocational Education Mary Stanley
MISSION	Carlos Nava, Dean of Occupational Education
PIERCE	Don Love
SOUTHWEST	Donovan Davis, Acting Coordinator, Instruction
TRADE-TECH.	Evelyn Wong Victor Veley Thomas Williams
VALLEY	Frank Fisher
WEST	Don Chase

GOAL 14 - Persons Responsible

The vocational staff has participated in activities such as workshops, inservice programs, and conferences to assist them in identifying and correcting any sex bias, stereotyping and discrimination.

Plans have been made to continue gender equity inservices, and special encouragement to attend will be given to those who have had no equity training. Board members have been invited to attend these programs.

CITY	Dorothy Hata Leige Henderson Dr. Don Wilson
EAST	Stanley Viltz
HARBOR	Vocational Education Coordinator Mary Stanley
MISSION	Tyree Wieder, Gender Equity Coordinator
PIERCE	Don Love Director of Gender Equity
SOUTHWEST	Lola Harris, Gender Equity Coordinator
TRADE-TECH.	Eve Madigan
VALLEY	Frances Hardy
WEST	Charles Brown Katherine Mancusi

GOAL 15 - Persons Responsible

An effective recruitment and hiring program has resulted in an equal representation of men and women in vocational education instruction, guidance, and administration.

CITY	Ed Mitchell, Affirmative Action Officer
EAST	Olga Dominguez-Gary Stanley Viltz
HARBOR	Frank Quiambao, Assistant Dean, Student Services Mary Stanley, Coordinator, Vocational Education
MISSION	Ruth Rada, Affirmative Action Representative
PIERCE	Jan Goodman Don Love
SOUTHWEST	
TRADE-TECH.	Eve Madigan Ned Doffoney
VALLEY	Betsy Hornung
WEST	M. J. Fujimoto

GOAL 16 - Persons Responsible

Priority has been given to the increase of the number of non-traditional instructors hired for vocational education training programs, in order to provide supportive role models for students who are enrolled in programs nontraditional for their gender.

CITY	Ed Mitchell, Affirmative Action Officer
EAST	Noel Korn Roberto Zuniga
HARBOR	Frank Quiambao, Assistant Dean, Student Services Mary Stanley, Coordinator, Vocational Education
MISSION	Ruth Rada, Affirmative Action Representative
PIERCE	Jan Goodman
SOUTHWEST	
TRADE-TECH.	Thomas Lakin
VALLEY	Betsy Hornung
WEST	Robert Williams

GOAL 17 - Persons Responsible

Guidance and counseling are provided to students to encourage them to consider all programs of study and make choices based on interest and talents rather than their sex.

CITY	Leige Henderson L. A. Cade-Wilson
EAST	Barbara Moore
HARBOR	Jesse Flores, Chairperson, Counseling Department
MISSION	Irving Weinstein, Dean of Counseling
PIERCE	Rudy Dompe
SOUTHWEST	Harry Miller, Chairperson, Counseling
TRADE-TECH.	Earl Adams
VALLEY	Ann Morris
WEST	Jewel D'Aloia Katherine Mancusi

GOAL 18 - Persons Responsible

All materials in the career centers have been reviewed for sex equity, and materials are free of sex and racial bias.

CITY	Luther Hayes, Career Center Director
EAST	Carmen Estrada
HARBOR	Jesse Flores, Chairperson, Counseling Department
MISSION	Aaron Schrier, Professor of Counseling Rayma Greenberg, Chairperson, Learning Resources Center
PIERCE	Jeff Cohen Director of Gender Equity
SOUTHWEST	Edna Sims, Career Center Counselor
TRADE-TECH.	Chini Johnson
VALLEY	Ann Morris
WEST	Paul Zolner

GOAL 19 - Persons Responsible

Culturally relevant materials that encourage minority youth to broaden their occupational aspirations regardless of gender are used in career centers and other places.

CITY	Luther Hayes, Career Center Director
EAST	Barbara Moore Olga Dominguez-Gary
HARBOR	Jesse Flores, Chairperson, Counseling Department
MISSION	Rayma Greenberg, Chairperson, Learning Resources Center B. Tyree Wieder, Gender Equity Coordinator
PIERCE	
SOUTHWEST	Edna Sims, Career Center Counselor
TRADE-TECH.	Diane Lucero Chini Johnson
VALLEY	Ann Morris
WEST	Paul Zolner Katherine Mancusi

GOAL 20 - Persons Responsible

Career and work experience referrals and placements arranged by the college are not assigned on the basis of sex.

CITY	Jose Ruiz, Student Employment Director
EAST	Carmen Estrada Louis Azevedo
HARBOR	Mary Stanley, Coordinator of Vocational Education
MISSION	Diane Astadurian, Placement Coordinator
PIERCE	Coordinator of Cooperative Education
SOUTHWEST	Gloria Davis, Placement Center
TRADE-TECH.	Chini Johnson LaVera Williams
VALLEY	Lynn Lomen
WEST	Paul Zolner Katherine Mancusi

GOAL 21 - Persons Responsible

Cooperative arrangements between the local educational agency and employers of students (in work experience, cooperative vocational education, apprenticeships, and all other student placements) are made only with employers who do not discriminate on the basis of sex.

CITY	Dorothy Hata David Alexman, Cooperative Education Director
EAST	Stanley Viltz
HARBOR	Mary Stanley, Coordinator of Vocational Education
MISSION	Diane Astadurian, Placement Coordinator
PIERCE	Coordinator of Cooperative Education Jan Dracup
SOUTHWEST	Jacquelyn Matthews, Coordinator, Cooperative Education
TRADE-TECH.	Chini Johnson LaVera Williams
VALLEY	Lynn Lomen
WEST	Alvin Gorenbein Mary Morris

GOAL 22 - Persons Responsible

Work experience activities that show promise in attracting men and women into nontraditional occupations have been implemented, and other programs are being implemented to place men and women into nontraditional occupations. All students enrolled in vocational education programs have an opportunity to be placed in work experience for at least one quarter/semester.

CITY	David Alexman, Cooperative Education Director
EAST	Stanley Viltz
HARBOR	Mary Stanley, Coordinator of Vocational Education
MISSION	Carlos Nava, Dean of Occupational Education Diane Astadurian, Placement Coordinator
PIERCE	Coordinator of Cooperative Education Director of Gender Equity
SOUTHWEST	Jacquelyn Matthews, Coordinator, Cooperative Education
TRADE-TECH.	Chini Johnson
VALLEY	Lynn Lomen
WEST	Al Fisher

GOAL 23 - Persons Responsible

The placement rate for nontraditional students is equal to the placement rate of students seeking jobs that are traditional for their gender.

(Indicate whether the college has a career placement program.)

CITY	Leige Henderson Jose Ruiz
EAST	Louis Azevedo
HARBOR	Mary Stanley, Coordinator of Vocational Education
MISSION	Diane Astadurian, Placement Coordinator
PIERCE	Jan Dracup Director of Gender Equity
SOUTHWEST	Gloria Davis, Placement Center
TRADE-TECH.	Steven Mark Sachs LaVera Williams
VALLEY	Sharis Cross
WEST	Mary Morris

GOAL 24 - Persons Responsible

The college has provided programs and services which meet the needs of displaced homemakers and other special groups seeking employment. An effective recordkeeping system has been developed to document use of VEA funds for displaced homemakers and other special groups described in Section 120 (b) (1) (L) of the Act.

CITY	Dorothy Hata Elaine Geismar, Women's Center Director
EAST	Olga Dominguez-Gary
HARBOR	Mary Stanley, Vocational Education Coordinator
MISSION	Carlos Nava, Dean of Occupational Education
PIERCE	Barbara Fish Jan Dracup
SOUTHWEST	Donovan Davis, Acting Coordinator, Instruction
TRADE-TECH.	Eve Madigan
VALLEY	Frances Hardy
WEST	

GOAL 25 - Persons Responsible

Support services for women who are enrolled in, or who are interested in enrolling in, programs designed to prepare them for nontraditional employment have been implemented, with a particular emphasis on the needs of minority females.

CITY	Dr. Don Wilson - VEA Coordinator
EAST	Olga Dominguez-Gary
HARBOR	Wanda Farrell, Director, Women's Re-entry Center
MISSION	Carlos Nava, Dean of Occupational Education Tyree Wieder, Gender Equity Coordinator
PIERCE	Director of Gender Equity Jan Dracup Rudy Dompe Barbara Fish
SOUTHWEST	Marion Maddox, Director of Women's Center
TRADE-TECH.	Eve Madigan
VALLEY	Betsy Hornung
WEST	Jewel D'Aloia

GOAL 26 - Persons Responsible

Information has been disseminated to faculty on available child care services. This information has also been disseminated to students. Child care services are adequate to fill the needs of students who require such services. Efforts have been made to expand/implement this service if there are unmet needs.

CITY	Leanna Watts, Campus Child Care Center Director
EAST	Michael Simone
HARBOR	Karen Crummer, Director, Child Development Center
MISSION	Alice Hernandez, Director, Child Care Center
PIERCE	E. Rosemark
SOUTHWEST	Liz Forge, Director, Child Development Center
TRADE-TECH.	Emma Steiner
VALLEY	Kathleen McCreary
WEST	Bernard Ancheta

GOAL 27 - Persons Responsible

Organizations, agencies, educational institutions, projects and human resources that have addressed the special needs of displaced homemakers and the entry of women and men into non-traditional occupations (especially women into the apprenticeship trades) have been identified. Cooperation with these agencies has been initiated.

CITY	Leige Henderson, Gender Sex Equity Coordinator
EAST	Olga Dominguez-Gary
HARBOR	Patricia Wainwright, EOP & S Coordinator and Director of the Re-entry Center
MISSION	Carlos Nava, Dean of Occupational Education Tyree Wieder, Recruitment
PIERCE	Jan Dracup
SOUTHWEST	Donovan Davis, Acting Coordinator, Instruction
TRADE-TECH.	Ned Doffoney Eve Madigan
VALLEY	Sharis Cross
WEST	M. J. Fujimoto

GOAL 28 - Persons Responsible

Male and female students receive comparable benefits from the college's financial aid program.

CITY	Ed Mitchell, Financial Aid Director
EAST	Sam Senn
HARBOR	Manuel R. San Miguel, Coordinator of Administrative Services, Director of Financial Aid
MISSION	David Follosco, Coordinator of Financial Aids
PIERCE	Karla Henderson
SOUTHWEST	Major Thomas, Director, Financial Aids
TRADE-TECH.	Ned Doffoney
VALLEY	Gaston Green
WEST	Steven Schwartz

GOAL 29 - Persons Responsible

The college has developed a Campus Gender Equity Plan.

CITY	Leige Henderson, Gender Sex Equity Coordinator
EAST	
HARBOR	Mary Stanley, Coordinator, Vocational Education Gender Equity Committee
MISSION	Tyree Wieder, Gender Equity Coordinator
PIERCE	Director of Gender Equity
SOUTHWEST	Lola Harris, Gender Equity Coordinator
TRADE-TECH.	Eve Madigan Steven Mark Sachs
VALLEY	Betsy Hornung
WEST	Katherine Mancusi

APPENDIX 3

STATEWIDE COLLEGES INDICATING SPECIAL RESOURCES

	Appendix 3 STATEWIDE COLLEGES INDICATING SPECIAL RESOURCES
1	Citrus, Merced
2	Citrus, Merced
3	Citrus
4	Canyons Cypress
5	Bakersfield Citrus Cypress
6	American River, Citrus, L. A. City
7	Chaffey
8	(None Identified)
9	(None Identified)
10	Cypress, L. A. Harbor, Santa Ana
11	
12	Mt. S. A. C.
13	Citrus
14	Citrus
15	Feather River
16	
17	Cypress, L. A. City, L. A. Harbor
18	Citrus, Cypress
19	Am. River, L. A. City, L. A. Harbor, Siskiyous, Skyline
20	Citrus
21	Citrus
22	Mt. S. A. C.
23	
24	Canada, Citrus, Merritt
25	Citrus
26	
27	Citrus
28	
29	

Source: Report to the California Community Colleges Chancellors Office: Summary of Responses to the 1982-1983 Sex Equity Campus Self Assessment.

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Appendix 4

IDENTIFIED IMBALANCED PROGRAMS*

L. A. East

Administration of Justice
Electronics
Nursing
Office Administration

L.A. City

Computer Technology
Engineering
Family and Consumer Studies
Office Administration

L.A. Harbor

Electronics
Family and Consumer Studies
Nursing
Printing

L.A. Mission

Automotive Programs
Avionics
Bi-Lingual/Bi-Cultural Education Aide
Family and Consumer Studies

L.A. Pierce

Computer Technology
Electronics
Industrial Arts
Office Administration

L.A. Southwest

Drafting
Electronics
Nursing
Office Administration

L.A. Trade-Tech.

Cabinet Making
Electronics
Machine Shop
Nursing

L.A. Valley

Dietetic Technician
Electronics
Metal Machining Technology

L.A. West

Aviation Maintenance Technology
Electronics
Nursing/Dental Hygiene
Office Administration

*LACCD Vocational Education Sex Equity Need Assessment 1979-1980, pp. 31-32

APPENDIX 5

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Appreciation is extended to the personnel of the Los Angeles Harbor College Library for their generous support and access to the large number of sex equity resource documents that are housed in the Faculty Professional Collection.

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